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ABSTRACT

Seven papers on experimental research topics in education, written by educators of various nationalities, are compiled in this volume. The first paper, written in French with an English summary, explores the ability of the teacher to exercise an indirect influence over student behavior and the systematic training of certain teacher behaviors to regulate their mode of action in the classroom. The second paper describes an empirical investigation of some of Sir Herbert Read's views relating to art education. The third paper promulgates a hypothesis which indicates a direct relationship between the training provided teachers and administrators and the type of educational preparation received by American public school students. The fourth paper, also in French with an English summary, discusses research which demonstrates by computer techniques that the readability of texts in French is poorer than in English. The fifth paper explores how a group of black South African university students perceive the goals of their education within an ethnically segregated university. The sixth paper evaluates the personality development of secondary school students from the suburbs of northern Paris. The seventh paper uses U.S. census data to correlate the variables of socioeconomic status and academic achievement. A chronicle of information about current international trends in educational research is appended along with information pertaining to the current events in the World Association for Educational Research. (JN)

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SOURCES DE VARIANCE DE L'INDICE D'INFLUENCE DE FLANDERS*

par

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La technique d'observation des interactions de classe proposée par FLANDERS est sans doute la plus populaire et la mieux connue de toutes. Il est donc inutile de la présenter ici. Rappelons simplement qu'elle ne s'applique qu'à l'observation des périodes d'échanges verbaux soutenus entre l'enseignant et la classe, périodes dont l'analyse fournirait une mesure du mode d'influence, directe ou indirecte, exercée par le maître. La méthode d'analyse exige, on le sait, que l'on enregistre, toutes les trois secondes d'interaction verbale, l'occurrence d'un comportement relevant de l'une des dix catégories suivantes :

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* Les observations rapportées ici ont été recueillies par E. ANKERS, maîtresse de méthodologie, E. CHAPUIS, inspectrice, M.-TH. BOREL, R. CHAMPION ET M. NICOLAS, maîtres principaux. L'expérimentation a été conçue et conduite par R. CHAMPION.

MAÎTRE		
Influence	indirecte	1. Accepte l'expression de sentiments 2. Loue ou encourage 3. Accepte les idées 4. Pose des questions
	directe	5. Apporte des informations 6. Donne des directives 7. Critique ou justifie son autorité
ÉLÈVE		8. Répond aux questions 9. Prend la parole spontanément
		10. Silence ou confusion

(D'après la traduction francaise due à G. DUSSAULT, 1973)

Le rapport des comportements du maître notés dans les catégories 1 + 2 + 3 + 4 sur les comportements des catégories 5 + 6 + 7 définit une mesure d'influence, qui sera dite d'autant plus directe que l'indice (I/D) obtenu est inférieur à 1, et d'autant plus indirecte qu'il est supérieur à 1; ces deux modes d'influence étant supposés restreindre ou favoriser les possibilités d'expression laissées à l'élève. Sur la base de considération théoriques, présentées comme synthèse des études antérieures sur la dynamique des groupes, le leadership et le climat de classe, FLANDERS postule que la conduite indirecte par le maître du dialogue didactique a des effets positifs sur la motivation des élèves, leur degré d'autonomie, leurs attitudes vis-à-vis de l'école et leurs acquisitions scolaires (FLANDERS 1970).

Il ressort cependant des nombreuses recherches empiriques entreprises pour tester ces hypothèses, que les effets postulés de l'influence indirecte, sur les rendements scolaires notamment, sont loin de se vérifier à coup sûr (ROSENSHINE 1971) et que, de toute façon, la relation entre mode d'influence et rendements scolaires, lorsqu'elle peut être mise en évidence, a peu de chance d'être une relation simple, linéaire; la pertinence d'un mode d'influence donné dépendant, en outre, de la nature des apprentissages engagés (SOAR 1969, 1972).

Malgré ces résultats plutôt mitigés, la mesure d'influence de FLANDERS connaît encore une vogue extraordinaire. La grande facilité d'utilisation de cette méthode d'observation y est certes pour quelque chose. De même, la commodité d'une mesure, souvent prise, à tort, pour une mesure de directivité ou non-directivité pédagogiques, n'a pas peu contribué, surtout en milieu francophone où les doctrines rogériennes s'imposaient alors, à la popularité de

FLANDERS. Mais cela ne suffit pourtant pas à expliquer pourquoi les pédagogues font si abondamment usage de l'observation selon FLANDERS des interactions de classe, essentiellement dans le cadre de l'évaluation et de la formation des enseignants. Nous y voyons une raison plus profonde.

Alors que les sciences humaines, dans la foulée du structuralisme, découvrent aujourd'hui l'analyse systématique, les problématiques pédagogiques restent encore très largement centrées sur l'enseignant, qui apparaît toujours à beaucoup comme l'agent le plus déterminant, sinon exclusif, du processus pédagogique. Etudier ou évaluer l'enseignement revient alors, dans cette perspective, à étudier l'enseignant dans l'espoir de reconnaître un jour ce qui fait et ce que fait le "bon maître". Que ce dernier soit celui qui manifeste en classe une influence indirecte et voilà, avec le système de FLANDERS, un instrument d'évaluation précis, sûr, scientifique, puisque quantitatif. Un instrument de formation aussi car, pour que les futur maîtres exercent dans leur classe une influence indirecte, il suffirait de les entraîner à pratiquer les comportement considérés pour mesurer ce mode d'influence.é + *

Beaucoup de pédagogues, et de programmes de formation, tiennent ce raisonnement simpliste qui, à la rigueur, pourrait se tenir si deux conditions étaient remplies. Primo, il faudrait établir que la mesure du mode d'influence mesure bien une caractéristique de l'enseignant. Secundo, il faudrait prouver également que c'est l'apprentissage de modalités comportementales définies qui règle le type d'influence que manifeste l'enseignant en classe.

Quiconque a une certaine expérience du système de FLANDERS aura été frappé par la grande variance des observations enregistrées. Il ne semble pas faire de doute, pour FLANDERS, que cette variance traduit bien la diversité des maîtres. Certes, il admet que tout maître peut intervenir de façon tantôt directe, tantôt indirecte, mais il ajoute aussitôt que, si l'on observe un enseignant pendant un laps de temps suffisant, on verra émerger chez lui une prédilection particulière pour un mode d'influence plutôt qu'un autre. FLANDERS, toutefois, n'est guère explicite sur la nature du laps de temps requis pour observer fidèlement les enseignants, et les coéfficients de fidélité qu'il calcule (coéfficient de Scott) ne fournissent, en fait, qu'une estimation de l'objectivité des analyses (concordance entre différents observateurs d'une même situation de classe).

Par ailleurs, la pratique du micro-enseignement, souvent utilisée pour apprendre aux maîtres à être indirects, démontrerait l'efficacité d'un apprentissage comportemental systématique pour contrôler l'exercice de l'enseignement. Les deux conditions que nous posions paraissent remplies. L'intérêt des pedagogues pour FLANDERS serait donc amplement justifié.

Notre propre expérience de l'observation des classes, cependant, nous a plus sensibilisé à l'uniformité et à la stéréotypie des patterns des conduites des enseignants qu'à leur variance (DE LANDSHEERE et BAYER, 1969), patterns dont nous n'observions des variations importantes que dans des situations scolaires nettement différenciées (BAYER 1970, 1978). Nous notions encore que la part de variance due aux maîtres était, le plus souvent, inférieure à celle due à la variation systématique des contenus enseignés et des phases des leçons enregistrées (BAYER, 1973). Nous étions, dès lors, amené à concevoir que les facteurs individuels n'avaient peut-être pas, en matière d'enseignement, l'importance qu'on leur accorde généralement, l'enseignement nous paraissant plus déterminé, de façon complexe d'ailleurs, par les contraintes définissant les situations scolaires que par des caractéristiques personnelles des enseignants.

Selon cette conception, enfin, le seul apprentissage de conduites d'enseignement ne garantirait pas leur pratique ultérieure, cela dépendrait de l'aménagement de l'environnement dans lequel ces conduites devraient être pratiquées. Mais on peut aussi penser qu'il suffirait d'intervenir sur l'environnement pour que les individus adoptent quasi spontanément les conduites appropriées. Il importerait donc moins, pour former les enseignants, de leur apprendre des modes de comportement que de leur apprendre à aménager judicieusement les facteurs qui contraignent les situations pédagogiques.

Les données d'observation que nous rapportons ici ont été recueillies pour éprouver le bien-fondé de notre conception. Si, comme nous le croyons, les facteurs de situation l'emportent sur les facteurs personnels, nous devrions logiquement, même en employant la technique d'observation de FLANDERS, enregistrer de plus petites variations d'enseignement entre *maîtres différents* exerçant dans des *conditions aussi semblables que possible* que celles observables chez un *même maître* confronté à des *situations différentes*. En outre, les variations d'enseignement observables chez un maître ne résulteraient pas d'un apprentissage préalable des comportements spécifiés pour les caractériser.

Dans un premier temps, nous avons procédé à l'observation (A) de 16 candidats de 1ère année des Etudes Pédagogiques Primaires enseignant une même leçon (langage-lecture) dans des classes de même niveau et (B) de 9 candidats de 3e année enseignant chacun deux mêmes leçons de disciplines différentes (perception et écriture) dans des classes semblables. Nous n'analysions chaque fois que l'introduction des leçons, soit les cinq premières minutes, car c'était la seule phase où nous étions assuré d'assister à des échanges verbaux suivis entre l'enseignant et la classe.

Nous avons, ensuite, demandé à trois maîtres d'enregistrer tout au long d'une journée d'enseignement toutes les phases d'interactions verbales soutenues et de les repérer de cinq en cinq minutes.

Nous avons pris la variance de l'indice I/D de FLANDERS comme critère des variations d'enseignement observées; rappelons que cette variance a toujours été considérée comme reflétant la diversité personnelle des enseignants. Nous avons calculé, en plus, le rapport des catégories 8 et 9 sur l'ensemble des catégories 1 à 7, (rapport *R 8-9* qui mesure l'intensité de la participation verbale effective de la classe). Signalons, enfin, que ni les observateurs, ni les maîtres observés, ne connaissent les objectifs réels de ce travail : les observations (A) et (B) étaient censées être recueillies pour tester la relation entre modes d'influence exercés et évaluation des candidats; les trois journées, enregistrées l'année suivante par des observateurs différents, devaient contribuer à une description d'ensemble des activités d'enseignement caractéristiques de l'école primaire.

LES RÉSULTATS

1. (A) : 16 enseignants différents - 1 même situation

Indices I/D	0.74	1.53	2.--	1.12	1.27	5.88	2.--	0.38
Rapports 8-9	0.22	1.19	2.67	0.48	0.25	0.50	1.06	1.19
Indices I/D	0.75	1.04	1.07	0.96	0.69	0.85	0.55	1.62
Rapports 8-9	1.80	1.20	2.34	0.59	0.56	1.39	0.60	1.21

Moyenne I/D : 1.40
Variance I/D : 1.66

2. (B) : 9 enseignants différents - deux fois 1 même situation

	Perception		Ecriture	
S	I/D	R 8-9	I/D	R 8-9
1	0.96	0.65	0.01	0.83
2	0.51	0.56	0.24	0.38
3	0.49	0.09	0.71	0.65
4	0.79	0.05	0.09	0.57
5	0.81	0.04	0.08	0.46
6	0.39	0.85	0.19	0.31
7	0.39	0.19	0.56	0.72
8	0.75	1.77	0.25	0.42
9	0.32	0.09	0.15	1.35
Moyenne I/D :	0.60		0.25	
Variance I/D :	0.05		0.05	

2. Les trois journées

Maître X : soit 22 échantillons de 5 minutes.

Indices I/D	1.96	3.06	2.31	11.25	2.--	3.04	3.73	2.65	1.20	1.03	3.47
Rapports 8-9	0.41	0.43	0.40	0.32	0.81	0.45	0.72	0.58	0.36	0.49	0.59
Indices I/D	1.69	1.06	5.75	1.11	0.93	0.61	0.50	2.10	1.66	4.53	3.11
Rapports 8-9	0.71	0.19	0.44	0.84	0.98	1.10	1.21	0.77	0.26	0.46	0.65

Moyenne I/D : 2.67
Variance I/D : 5.43

Maître Y : soit 21 échantillons de 5 minutes

Indices I/D	0.54	0.19	0.88	0.55	0.50	5.70	0.15	0.86	3.36	27.-	1.52
Rapports 8-9	0.65	0.92	0.96	0.73	0.48	0.42	0.74	0.43	0.36	0.80	0.31
Indices I/D	4.12	0.29	1.33	14.66	1.94	7.92	0.26	1.52	1.18	0.17	
Rapports 8-9	1.32	1.03	1.43	0.60	1.02	1.11	2.41	0.68	0.53	1.--	

Moyenne I/D : 3.27
Variance I/D : 39.94

Maître Z : soit 27 échantillons de 5 minutes

(le détail des données a été perdu)

Moyenne I/D : 3.28
Variance I/D : 63.20
Extrêmes I/D : 0.15 à 33.--

Nous n'espérions vraiment pas obtenir des résultats aussi nets, si nets que le recours à un test statistique risque de paraître bien pédant. Nous voyons directement, en effet, que la variance du mode d'influence exercée par chacun des trois maîtres tout au long d'une journée d'enseignement est bien, comme prévu, supérieure à celle enregistrée pour les seize candidats de 1ère année observés lors d'une même leçon, ainsi qu'à la variance des neuf candidats de 3e année pour chacune de leurs deux mêmes leçons :

$$F = \frac{5.43\ (d.l.21)}{1.66\ (d.l.15)} = 3.27 \text{ et } F = \frac{5.43\ (d.l.21)}{0.05\ (d.l.8)} = 108.6$$

$$F = \frac{39.94\ (d.l.20)}{1.66\ (d.l.15)} = 24.06 \text{ et } F = \frac{39.94\ (d.l.20)}{0.05\ (d.l.8)} = 798.8$$

$$F = \frac{63.20\ (d.l.26)}{1.66\ (d.l.15)} = 38.07 \text{ et } F = \frac{63.20\ (d.l.26)}{0.05\ (d.l.8)} = 1264.-$$

Tous ces F sont bien entendu statistiquement significatifs, le plus petit l'étant à P .01.

Ainsi, un même enseignant, dans le cas le plus favorable, manifesterait, lors des multiples activités qu'il dirige pendant une journée de classe, un mode d'influence 1264 fois plus variable que neuf maîtres différents confrontés à la même situation et, dans le cas le plus défavorable, trois fois plus variable encore que seize maîtres différents enseignant la même leçon.

Autre fait remarquable, c'est sans le secours d'un apprentissage comportemental particulier que les enseignants passent à des indices d'influence aussi contrastés que de 0.5 à 11.25, de 0.15 à 27 et de 0.15 à 32.

Il devient bien difficile, dans ces conditions, de soutenir que les variations d'enseignement sont plus déterminées par des facteurs personnels que par des contraintes de situation. Et nous pouvons sérieusement mettre en doute que la variance de l'indice I/D de FLANDERS mesure la diversité des caractéristiques des enseignants.

Les observations 1. (B) recueillies auprès des candidats de 3e année selon un schéma d'analyse de variance à mesures répétées nous permettent, d'ailleurs, de tester et de comparer deux hypothèses relatives aux facteurs de variance systématique : soit les enseignants, soit les situations (leçons de disciplines différentes). Si nous examinons la table d'ANOVA calculée d'après nos

données, nous constatons que les sujets n'apparaissent pas comme source de variance significative, mais nous voyons, par contre, qu'ils varient tous systématiquement dans le même sens quand ils se trouvent en présence de contraintes de situations différentes et cela sans qu'ait eu lieu un apprentissage comportemental spécifique.

Sources de variance	Somme des carrés	d.l.	Variances observées	F	Signification statistique
1. Inter-leçons	0.545	1	0.545	6.646	S à .05
2. Inter-sujets	0.200	8	0.025	0.305	NS
3. Résidu	0.652	8	0.082		
4. Total	1.397	17			

On objectera peut-être que ces résultats sont essentiellement dus à la taille des échantillons traités (cinq minutes d'enseignement, soit environ 100 observations), bien faite pour traduire de façon sensible les variations des situations, mais beaucoup trop petite pour exprimer fidèlement les différences entre les maîtres. Nous ne croyons pas que cette objection soit entièrement fondée car, si l'on considère la variance *entre* les moyennes des trois journées (2.67, 3.27 et 3.28), celle-ci est trop insignifiante par rapport aux variances intra-journées * (5.43, 39.94 et 63.20) pour qu'il soit possible, sur cette base, de différencier sûrement les trois maîtres, bien qu'ils aient été observés, respectivement, 22, 21 et 27 fois cinq minutes. Toutefois, nous avons tenu compte de cette objection pour les dernières observations que nous allons discuter, puisque nous enregistrons pour chaque maître deux leçons de trente minutes, repérées chaque fois en tranche de dix minutes. Nous avons essayé, en effet, de vérifier la prééminence des facteurs de situation sur les facteurs personnels de façon directe et expérimentale.

Si, comme nous le pensons et comme les observations rapportées jusqu'à présent semblent le confirmer, le mode d'influence exercé en classe dépend plus, - indépendamment de tout apprentissage spécifique, - de la manière dont les maîtres contrôlent la situation pédagogique que de leurs qualités personnelles, nous pouvons avancer l'hypothèse que la mesure de ce mode

* Les variances intra-journées étant différentes (test de Barlett significatif à .05), on pourrait être tenté de penser qu'elles caractérisent une certaine fluidité comportementale propre à chaque enseignant. Il faut cependant remarquer que les activités conduite par les maîtres pendant les trois journées observées sont sensiblement distinctes. Ainsi, la maîtresse X consacre 15 minutes à la préparation d'une dictée, 20 minutes au chant, 25 minutes au calcul, 20 minutes au vocabulaire et 15 minutes à la récitation. Le maître Y, lui, consacre 45 minutes au vocabulaire, 20 minutes à l'orthographe grammaticale, 5 minutes au chant et 35 minutes à l'histoire.

d'influence variera systématiquement en fonction du degré de contrôle que les maîtres exerceront sur la situation, sans que leurs caractéristiques individuellles soient en cause et sans avoir à invoquer les effets d'un apprentissage comportemental quelconque.

Pour tester cette hypothèse, nous avons demandé à dix maîtres de 5e année primaire de donner, à une semaine d'intervalle, deux leçons de lecture expliquée à partir de deux textes d'un même auteur, de même longueur et présentant, en termes de lisibilité, un même niveau de difficulté. Alors que chaque maître devait pratiquement improviser la première leçon, dans la mesure où il prenait connaissance du texte en même temps que la classe, il disposait d'une semaine pour préparer à loisir la seconde leçon dont le texte lui était remis à la fin de la premiere.

Dans ces conditions, et sachant que le modèle prôné d'une leçon de lecture expliquée met en jeu le scénario classique " questions du maître - réponses des élèves ", nous nous attendions à ce que les maîtres, ne pouvant, dans le premier cas, planifier une séquence de questions pour organiser le déroulement de la leçon, manifestent une influence beaucoup plus directe que dans le second cas.

Les Résultats

Sujets	Leçon non préparée						Leçon préparée					
	Début		Milieu		Fin		Début		Milieu		Fin	
	I/D	R 8-9	I/D	R 8-9	I/D	R 8-9	I/D	R 8-9	I/D	R 8-9	I/D	R 8-9
1.	2.94	0.83	1.94	1.26	0.64	0.59	13.25	0.95	11.67	1.84	1.46	0.85
2.	2.60	0.43	1.54	0.79	0.98	0.66	2.80	1.76	5.88	0.84	4.78	0.98
3.	2.50	1.04	1.07	0.56	1.09	0.42	5.11	0.89	4.36	0.81	8.33	1.21
4.	0.38	0.68	0.33	0.62	0.36	0.37	2.20	0.47	2.95	0.32	4.55	0.67
5.	1.86	0.42	2.05	0.59	1.47	1.69	5.44	0.83	4.38	0.59	5.--	0.68
6.	1.24	0.39	1.13	0.50	0.37	0.68	4.92	0.42	2.05	0.58	1.77	0.82
7.	1.46	0.80	1.09	1.15	2.64	1.04	8.33	0.86	8.38	0.52	7.11	0.52
8.	0.89	0.53	0.36	0.35	0.45	0.76	5.66	1.50	11.25	1.47	7.33	1.08
9.	0.53	0.39	1,68	0.61	0.72	0.36	2.31	0.76	9.57	0.59	2.45	0.44
10.	1.14	0.64	0.53	1.44	0.57	1.68	4.21	0.59	6.75	0.84	10.20	1.09

Le schéma d'observation adopté est celui d'un plan factoriel de variance à mesures répétées sur deux facteurs, faisant intervenir trois sources principales de variation systématique - (A) 2 conditions de préparation des leçons, (B) 3 phases des leçons enregistrées : début, milieu, fin, (C) 10 maîtres - et leurs interactions : A x B, A x C, B x C; l'interaction A x B x C étant choisie comme estimation de la variance de population S^2.

Selon notre conception, nous postulions encore que seule la source de variance relative aux conditions de préparation des leçons se révélerait significative.

Avant même de calculer la table d'ANOVA, on peut aisément constater, à partir d'un simple tableau de signes, que notre hypothèse se vérifie complètement. Dans ce tableau, un signe + , - ou = indique que les observations des différentes phases de la leçon préparée varient dans un sens favorable (+) ou défavorable (-) à notre hypothèse, ou ne varient pas du tout (=). Il apparaît alors 1) que les 30 phases observées de la leçon préparée varient toutes par rapport aux phases correspondantes de la leçon non préparée, dans un sens favorable à notre hypothèse, et 2) que sur les 90 combinaisons des trois phases de la leçon préparée avec chacune des phases de la leçon non préparée, 88 varient dans un sens favorable, contre 2 seulement que varient dans un sens contraire.

Leçon préparée	Début			Milieu			Fin		
Leçon non préparée	Début	Milieu	Fin	Début	Milieu	Fin	Début	Milieu	Fin
Sujets 1	+	+	+	+	+	+	-	-	+
2	+	+	+	+	+	+	+	+	+
3	+	+	+	+	+	+	+	+	+
4	+	+	+	+	+	+	+	+	+
5	+	+	+	+	+	+	+	+	+
6	+	+	+	+	+	+	+	+	+
7	+	+	+	+	+	+	+	+	+
8	+	+	+	+	+	+	+	+	+
9	+	+	+	+	+	+	+	+	+
10	+	+	+	+	+	+	+	+	+

Table d'ANOVA

Sources de variance	Somme des carrés	d.l.	Variances observées	F	Signification statistique
1. Degré de préparation	312.360	1	312.360	55.898	S à P .0001
2. Phases des leçons	6.158	2	3.079	-	NS
3. Maîtres	70.359	9	7.818	1.564	NS
1. x 2.	6.549	2	3.275	-	NS
1. x 3.	50.293	9	5.588	1.118	NS
2. x 3.	74.758	18	4.153	-	NS
Résidu (1. x 2. x 3.)	89.983	18	4.999		
Total	610.460	59	-		

C'est, comme prévu, les conditions de préparation des leçons, ou, si l'on veut, de contrôle qu'avaient les maîtres sur la situation, entraînent bien la variation d'influence attendue et, en outre, aucune part de cette variation ne peut être attribuée aux maîtres en tant qu'individus.

CONCLUSIONS

Ayant choisi l'indice d'influence de Flanders comme mesure des variations d'enseignement, nos données montrent que :

1. l'enseignement d'un maître confronté à des situations différentes est plus variable que l'enseignement de maîtres différents faisant face à une même situation (Observations 1. (A), 1. (B) et observations 2.);
2. l'enseignement des mêmes maîtres varient systématiquement dans le même sens selon la nature des situations prises en charge et sans que les différences entre maîtres apparaissent comme source de variance significative (Observations 1. (B)
3. l'enseignement, enfin, varie, systématiquement dans un sens défini en fonction du degré de contrôle que l'enseignant peut exercer sur la situation pédagogique sans, encore une fois, que les différences individuelles ne se marquent d'une façon significative.

En aucun de ces cas, on ne peut invoquer l'apprentissage de comptements spécifiques pour expliquer les variations d'enseignement observées.

Malgré leur clarté, ces résultats sont bien sûr trop partiels pour fonder une " théorie " des facteurs ou contraintes de situation comme déterminisme principal des processus d'enseignement. On remarquera cependant que la théorie alternative, aujourdhui dominante, à savoir celle de la prépondérance des qualités personnelles de l'enseignant, ne repose sur aucune base empiriquement

vérifiée. Aussi, en attendant que celle-ci soit établie, il est permis de s'interroger sur la validité à long terme des stratégies de formation des enseignants qui, à l'heure actuelle, ont la faveur des pédagogues et qui, ou bien mettent l'accent sur le développement des attitudes et des représentations pédagogiques les plus conformes aux doctrines éducationnelles modernes, ou bien visent l'épanouissement profond de la personnalité du maître par la liquidation de ses complexes relationnels infantils, ou bien encore s'attachent à règler définitivement les pratiques d'enseignement par l'apprentissage systématique de comportements précisément definis. D'autre part, il serait temps, aussi, qu'on procède enfin à l'identification des facteurs qui régulent l'activité pédagogique et qu'on entreprenne l'étude de leurs compositions et de leurs effets.

ANNEXE

ÉLEMENTS DE VALIDATION DE CONSTRUCT DE L'INDICE D'INFLUENCE I/D

FLANDERS, nous l'avons dit, s'est toujours défendu de mesurer la non-directivité pédagogique au sens défini par Rogers. S'il utilise les termes d'*influence directe* et *indirecte*, c'est simplement pour éviter le vague du classique "*climat* de classe" et les connotations politiques de ses qualifications courantes (climat *autoritaire* versus climat *démocratique*). Il semble, en effet, plus élégant et plus convaincant de rendre compte du comportement de l'enseignant en termes d'influence exercée sur la classe. Pour Flanders, les qualités de cette influence seront fonction des effets du comportement verbal de l'enseignant, dans le cadre d'une interaction, sur la participation de l'élève. Ainsi, ce comportement sera dit avoir une influence directe s'il restreint la possibilité pour l'élève de prendre la parole (ce serait le cas lorsque l'enseignant expose, donne des directives ou critique les interventions de l'élève) et avoir une influence indirecte, au contraire, s'il étend et favorise ses possibilités d'intervenir (ce serait évidemment le cas lorsque l'enseignant pose des questions accepte l'expression des sentiments et des idées, approuve ou encourage les interventions des élèves). Le calcul de l'indice d'influence semble donc, à première vue, reposer sur des distinctions comportementales présentant une bonne validité de contenu.

Dès lors, si cette définition des modes d'influence et l'opérationnalisation qu'en donne Flanders sont justes, il devrait exister une relation positive définie entre la valeur de l'indice I/D (X) et la mesure de la participation effective des élèves (Y) fournie par le rapport des catégories 8 et 9, relevant la fréquence des interventions de la classe, sur l'ensemble des comportements enregistrés pour l'enseignant (catégories 1 à 7).

Nous avons testé trois hypothèses de validation de construct correspondant à trois relations différentes théoriquement recevables :

1. *Relation linéaire : $Y = A + BX$*
A un accroissement relativement limité de l'indice I/D (X), pourrait fort bien correspondre un accroissement monotone de la participation de classe (Y).

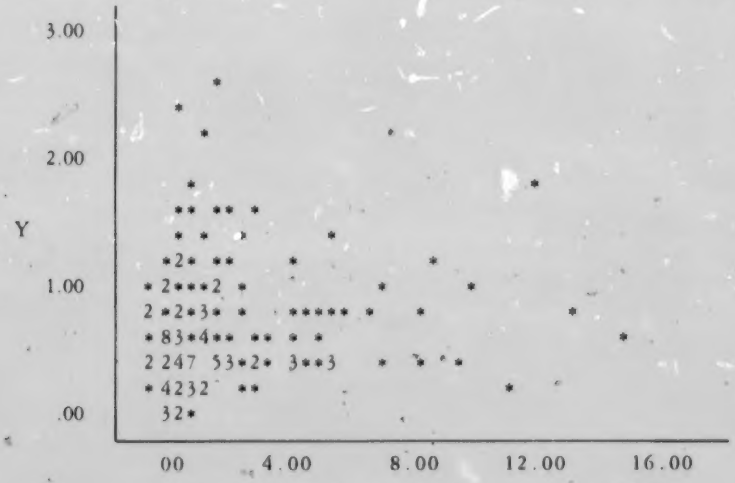
2. *Relation logarithmique : $Y = A + B \log 10 (X)$*
Toutefois, la participation de la classe ayant forcément des limites, une augmentation indéfinie de celle-ci n'est guère concevable, une relation logarithmique devient alors plausible car elle postule, à partir d'une certaine valeur d'influence indirecte, un ralentissement et une relative stabilisation de l'accroissement de la participation des élèves.

3. *Relation quadratique :* $Y = A + BX + CX^2$
Mais on pourrait aussi imaginer qu'une influence pas trop indirecte instaure un laisser-faire brouillon dans la classe et un climat de trop grande incertitude finalement préjudiciable à la participation des élèves. Cela serait traduit par cette forme de relation qui prévoit une diminution de la participation au-dela d'une certaine valeur critique d'influence indirecte.

Nous avons calculé ces trois équations de régression à partir des 137 observations dont nous disposions (les analyses antérieures n'ayant révélé aucun effet systématique des enseignant, nous avons cru pouvoir les considérer comme indépendantes les unes des autres) :

1. $Y' = 0.764 + (.007)(X)$ $R^2 = .054$
2. $Y' = 0.778 + (0.34) \log 10 (X)$ $R^2 = .039$
3. $Y' = 0.756 + (.012)(X) + (-.003)(X)^2$ $R^2 = .058$

Les coéfficients de détermination de ces équations sont pratiquement nuls : aucune des relations postulées ne peut donc être invoquée pour appuyer l'hypothèse générale de validation de construct proposée ici, qui prévoyait l'existence d'une relation positive définie entre le mode d'influence exercé et la participation effective des élèves. Par ailleurs, l'examen du *scattergram* des points (X,Y) à lui seul prouve l'inutilité de rechercher toute autre forme de relation entre ces variables.



(la paire I/D : 27 - R 8-9 : 0.80 n'est pas représentée)

De ces analyses de nos données, il apparaîtrait donc que les variations d'enseignement mesurées par l'indice d'influence n'ont pas d'impact défini sur la participation de la classe. Oserait-on suggérer que c'est peut-être justement pour cette raison que l'indice I/D n'est pas sûrement prédictif des apprentissages scolaires ?

Enfin, si les modes d'influence définis par FLANDERS ne déterminent pas la participation des élèves, deux questions devraient retenir notre attention : que mesure alors l'indice de Flanders et, si l'on admet qu'elle n'est ni anarchique, ni aléatoire, quels facteurs contrôlent, en classe, la participation effective des élèves ?

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RÉSUMÉ

Il est largement assumé parmi les éducateurs, que les caractéristiques du style d'un enseignant sont un reflet de ses qualités personnelles. La variance de l'index d'influence de FLANDERS est souvent employée comme mesure de la diversité personnelle entre enseignants. En plus, puisqu'il est généralement considéré comme préférable pour un enseignant d'exercer une influence indirecte sur le comportement de l'élève, on pourrait facilement croire que l'entraînement systématique de certains comportements de l'enseignant serait suffisant pour régler leur façon d'agir dans la classe.

Les observations, que nous présentons ici, ont été prises afin de examiner l'hypothèse qu'en fait l'impact de facteurs situationnels sur le style de l'enseignant est beaucoup plus grand que celui des facteurs personnels. Ayant choisi l'index d'influence de FLANDERS comme mesure des variations observées dans l'enseignement, nos données montrent que la "variance" intra-individuelle de l'index pour un enseignant confronté à des situations différentes est toujours plus large que la "variance" enseignants confrontés à une seule situation.

Nous avons essayé de démontrer expérimentallement, que l'influence exercée par les enseignants varie systématiquement en fonction du degré de contrôle qu'ils exercent sur la situation d'enseignement, mais qu'elle n'est pas affectée par les variations de leurs qualités personnelles. Nos données montrent aussi que les variations de style d'enseignement d'une situation à une autre, ne sont pas le résultat des expériences acquises antérieurement par l'apprentissage.

Finallement, quoique la définition de l'index d'influence de FLANDERS implique une relation entre le type d'influence exercé par l'enseignant et le degré de participation de l'élève, il n'a pas été possible, sur la base de nos observations, d'établir une relation bien déterminée de type linéaire, ou logarithmique, ou quadratique, entre ces variables.

SUMMARY

Sources of variance of Flanders' influence index

It is widely believed among educators that the characteristics of a teacher's style are reflections of his personal qualities. The variance of FLANDERS' influence index is often used as a measure of personal diversity among teachers. Furthermore, since it is generally considered preferable for a teacher to exercise an indirect influence over student behaviour, it might be easily thought that systematic training of certain teacher behaviors would be sufficient to regulate their mode of action in the classroom.

The observations presented here were collected to test the hypothesis that, in fact, the impact of situational factors on a teacher's style is much greater than that of personal factors. Having chosen FLANDERS' influence index as a measure of observed teaching variation, our data show that the intra-individual variance of the index for a teacher confronted with different situations is always much larger than the inter-individual variance for different teachers confronted with a single situation. We have attempted to demonstrate experimentally that the influence exercised by teachers varies systematically as a function of the degree of control that they exercise over the teaching situation, but is not affected by variations of their personal qualities. Our data also show that variations of teaching style from one situation to another are not the result of specific prior learning experiences.

Finally, although FLANDERS' definition of the influence index implies a relationship between the type of influence exercised by the teacher and the degree of student participation, it was not possible, on the basis of our observations, to establish a well-defined relationship of a linear, logarithmic or quadratic type between these variables.

EDOUARD BAYER, docteur de l'université de Liège, a publié, en collaboration avec G. DE LANDSHEERE, *Comment les maîtres enseignent - Analyse des interactions verbales en classe*, Bruxelles, Ministère de l'Education Nationale, 1974, 3e éd. Il est actuellement professeur à la Faculté de Psychologie et des Sciences de l'Education de l'Université de Genève. Son champ d'enseignement et de recherche se situe dans le domaine de l'analyse des processus pédagogiques.

ART EDUCATION - MEANS OR END?

by

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OBJECTIVE

This pilot study was designed to investigate, empirically, the following views of Sir HERBERT READ relating to art education:

(1) Real art education - termed 'visual language' - represents a group of stimuli-response behaviors which direct us, shape us, and maintain our very existence - all the time.

(2) "Our policy of education through art is based on the hypothesis that the images we evoke in the course of any kind of cognitive activity have a univesal significance, and correspond to something permanent and unchanging in the nature of man." (READ, 1966)

(3) The bulk of the cues and stimuli in our time-life-environment are visual. Vision represents 75 % of the total intake of our five senses, yet our educational activities in large measure are almost exclusively verbal. In Sir HERBERT's view - herein lies both the problem and the challenge.

The specific objective then of this exploratory, pilot inquiry, was to 'test' two hypotheses:

1. That art education (the language of vision), offered at a collegiate level demanding the intellectual effort required for any academic suject, helps students achieve:

(1) a greater degree of emotional well-being through improved self-image; the latter being brought about by helping the student produce satisfying objects he can see.

(2) Improved study habits and attitudes toward study, and

(3) Greater academic progress (achievement) than those who are not exposed to art education.

2. That art education provides a means for learning problem solving. Sir HERBERT considers 'inventiveness', 'resourcefullness', 'imagination', and 'ingenuity' to be synonyms for creativity. Consequenty, he hypnothesized art education (visual learning) to be a direct route to the student's mind in developing these skills for application to other subjectmatter areas.

Clearly then - if corroborating evidence is found for either or both of these hypotheses, the potential educational-learning implications could be *very* substantial. If the effects of real art education upon student learning are as hypothesized by Sir Herbert, the curriculum-structuring impact could be far-reaching at all levels of formal schooling.

LITERATURE REVIEW

Although what follows does not purport to be either a 'complete' or exhausitive review of the literature, it is believed to be quite representative of

what has been reported in the research literature relating to art education and learning. A relatively new and specialized vocation associated with art education, learning, and life coping, is to be found in the occupation of Art Therapist. As reported by CAMPBELL (1962).... "A time- worn adage has it that one picture is worth a thousand words. This was never truer than in art therapy a relatively new approach to the care and treatment of the retarded and the mentally or emotionally disturbed. In helping both the retarded and the disturbed, communication is often difficult. The patient may be quite incapable of putting his feelings into words. Even for the highly articulate person, speech can fail to express the needs and fears provoked by a driving and impersonal world. This failure is especially true of emotional conflicts lying hidden in the subconscious.

As NAUMBERG (1966) noted, ..." The art therapist bases his work on the premise that every individual, whether trained or untrained in art, has a latent capacity to project his inner conflicts into visual form. As patients picture such inner experiences, they frequently become more verbally articulate... (and) those originally blocked in speech often begin... to explain their art productions."

SNIPPER (1971) has also observed: "Research on creativity has been deficient in longitudinal experiments that systematically attempt to improve the creativity in adolescents. This three year longitudinal study describes the influence of the Living Arts Center of the Dayton Public Schools in the development of creative behavior of adolescents.

"The Center is an exemple of a larger environment which values creativity. It combined an expression of creative values on the part of students, their families, nationally recognized artists, the federal government the local school and community. Students participated after the normal school day and on Saturdays in creative writing, dance, drama, music, and visual arts activities. Although a student selected one art area in which he concentrated, he was encouraged to explore and experiment in the other art areas. Guest artists of national fame visited the Center to perform and conduct seminars.
Field trips, art shows, writing exhibits, theatre and dance productions were added enrichment to the typically close teacher-student relationship that characterized the program. ...

"Creativity was measured by a variety of techniques. Creative thinking by the Torrence Test of Creative Thinking, Verbal and Figural Form A; (TORRENCE, 1966). The present study used a three year longitudinal design, a control group, and various means of measuring creativity, improving the possibility of generalizing these findings. ...

"All students (N = 35) who participated in the program had significantly more community cultural experiences than the control group. Specifically par-

ticipants attended symphony orchestra concerts, visited the art museum, attended theatre performances, and participated in local community art organizations more often than the control groups.

"Both male and female participants earned significantly (beyond the .05 level of confidence) higher scores in verbal fluency, verbal flexibility, and verbal originality. These findings indicate participants produced more ideas, showed greater variety of ideas and were capable of shifting frames of reference or using variety of strategies in generating ideas than the control group. ...

"These results suggest that students who have had experiences in an environment which valued creativity become more creative than adolescents who did not experience such an environment. Opportunity and encouragement led to greater participation in cultural experiences in the local community. Thinking abilities that emphasized facility, penetration, depth, and originality were increased."

COHEN (August 15, 1968) described a project involving the contribution of the art in the education of disadvantaged children, the purpose of which was to provide assistance through a summer demonstration program (the Friends/Morgan Project) intended to increase the academic skills of 120 underachieving innercity children through an arts curriculum. The Primary Mental Abilities Test (PMA) was the standardized testing instrument utilized. Results over the 9 month testing indicated that:

(1) younger children (1st and 2nd grades) who participated in the art program benefited more than the older children (3rd and 4th grade) did.

(2) the total PMA test scores for the non-participating older children were significantly higher than the scores made by the older children who did participate.

(3) the younger children who participated in the project made important gains in the Perceptual Speed sub-test of the PMA, but that this gain was not significantly different from that made by younger children who did not participate in the project.

What may be said generally about this project is...." it has demonstrated that when well-motivated teachers and properly constructed arts curriculum are combined with underachieving, impulsive, and restless children in an atmosphere free of the traditional classroom constraints, significant achievement in both general learning behaviors and specific subject matter skills can be achieved. ..The results of the Project indicate: First, a more lengthy exploration should be made of the arts procedure in the summer program setting to analyze the effect of a longer-term study. Second, additional work must be done to shape meaningful programs and procedures, for those segments of this group which did not achieve significant educational development. Third, a major thrust should be made toward the extesion of the proven procedure

to the academic community at large and use should be made of them in existing school settings -- for the ultimate benefit of larger numbers of similar children." (see Appendix 4 of COHEN report).

HARTSHORN and BRANTLEY at the University of North Carolina, (1973, p. 245) in discussing the effects of dramatic play on classroom problem-solving, behavior, observed that... "results supported the predictions made regarding the effectiveness of dramatic play in improvising problem-solving skills. ...The experimental classes gave more correct answers, fewer incorrect answers, and more answers in which they assumed responsibility for solving the problems. This finding is in agreement with studies on school motivation and acquisitions of knowledge reported by COOK (1948); MAKHLAKH (1972); SARBIN (1946); and two SHAFTEL reports, both in 1947. The last two referenced, state that since dramatic play provides an environment that stimulates children to explore in their own way, to the limits of their experience, the activities of a selected social studies area; it increased the interest in school subjects and their motivation to learn, and thus resulted in greater acquisition of knowledge. They also state that children who have the chance to practice many roles and to face the demands of new situations under conditions that do not penalize, but rather maximize learning, will thus develop better problem-solving skills. The results of the present experiment support these statements."

A paper presented by DOBBS (1971) at an American Educational Research Association meeting points out that art education has been a part of the curriculum of American public schools for more than a century, since the first programs for drawing instruction were organized in Massachusetts in the 1870's. Since that time a paradoxical theme has emerged which continues to characterize art education: it has *consistently* embraced rationales for its place in the curriculum which seemingly have advanced the interests of everything but art! Historically, art education has become tethered to the sevices of almost every other area of school life. Dobbs organized these various influences into the following eight categories: (1) Concern for Commerce: In the Service of Industry; (2) Faith and Morality" The Influence of Philosophical Idioms; (3) Child-Centered Culture: Trends in Psychological and Mental Health; (4) Science and Sensibility: The Growth of Research; (5) The Child as Artist: Impact of the Progressive Era; (6) Government and Art: In the Service of Public Culture; (7) Apollo and the Sacred Grove: Relationships with Artists and Museums; and (8) The Percolation of Taste: Fad, Fashion and Contemporary Art.

MASLOW (1971, p. 153) cogently observed..."Effective education in music, art, dancing and rhythm... is closer to the goal of learning one's identity as an essential part of his education. And if education doesn't do that, it is

useless. Education is learning to grow, learning what to grow toward, learning what is good and bad, learning what is desirable and undesirable, learning what to choose and what not to choose. ...I think that the arts are so close to our psychological and biological core, that rather than think of these courses as a sort of whipped cream or luxury, we must let them become basic experiences in our education. They could very well serve as a mode ... the means by which we might rescue the rest of the school curriculum from the value-free, value-neutral, goal-lacking meaninglessness into which it has fallen. ''

WHITE & ALLEN (1969) in an intersting study report an investigation designed to test the hypotheses : (1) pre-adolescent boys show greater growth in positive self-concept when subjected to an art counseling program than when they receive a traditional, non-directive counseling program having the same goal ; and (2) this difference will continue to exist on into adolescence. A fourteen month follow-up of two groups (15 receiving art counseling ; 15 receiving traditional non-directive counseling) through a multvariate analysis of covariance with ten criteria - ten subscales on the '' Tennessee Self-Concept Scale '' - and ten covariates - retest scores on he subscales, were performed on the data. The results supported the hypotheses.

The potential value of art as an asset in the teaching of English is reported by SPEIDEL (1969). To discover if slides of portrait paintings could be used to train students to be more visually perceptive and consequently to increase specificity in their descriptive writing, pairs of classes (one control, on experimental - totalling 148 sophomore students) were exposed to the principle of spe - ficity through written exercises and discussions of litarary passages. Samples of descriptive writing before and after treatment were scored. Although a comparison of the two groups' scores did not show a statistically s gnificiant difference, 75 % of the experimental group improved in specificity as opposed to 60 % of the control group. Student evaluations rated written instruction most interesting when accompanied by slides.

MCFEE (1968) investigated the relationship of a creativity-oriented design curriculum to the creative development of gifted adolescents. After six months of the program, students in the experimental group generally performed significantly better in tests of fluency, adaptive flexibility and originality requiring devergent production of familiar cognitive responses. Attitudes towards creativity changed in a positive direction, and experimental students indicated less fear of failure and more self-confidence. Concludions were that an art original focusing on problem solving and creative behavior has important funtions in the education of the gifted.

LOVANO (1971) offers the following observations germane to this study : (1) '' In reviewing a number of logitudinal studies, BLOOM (1964) concluded that during the first three or four years, approximately 50 per cent of the deve-

lopment of intelligence takes place that is ever to occur in the life cycle. This critical factor seems to indicate that a child's cognitive fate depends on the quality of his early environmental experiences. Studies on environmental deprivation reveal impaired cognitive growth ... the significance of preschool education for the disadvantaged child is no longer questioned." (p. 13) (2) "The very nature of art lends itself to critical motor-sensory learning basic to perceptual and intellectual growth during the first four years. Awareness of object in the environment can be heightened by feeling and looking in order to compare likenesses and differences of color, shape, size, and texture. Skills in naming and classifying develop through interaction with objects and events. Implicitly in the research literature of childhood development and environmental deprivation is the importance of these types of sensorial experience. (See GARDNER - 1968; THOMPSON - 1962). It seems to follow that an early childhood education curriculum *using art as the core subject* would increase the child's ability to respond visually and cognitively. ...Some studies exist supporting this position." (See DOUGLAS & SCHWARTZ - 1967; DUBIN -1964: & MCFEE - 1970).

PROCEDURES

For a group of 28 young women, entry and graduation levels (after completion of a 2-year college program at Harcum Junior College) were measured in terms of emotional well-being; study skills and readiness; and problem-solving abilities for an experimental group (Visual Arts majors; N = 14) and a control group (Non-Visual Arts majors; N = 14) who were 'matched' in terms of College Board Scholastic Aptitude Test verbal and math entry scores. Data generated from these pre-and-post test administrations were statistically treated to ascertain whether 'real' (i.e. statistically significant) differences existed between the scores of the control and experimental groups.

Perhaps the most common problem in research is to determine whether two samples differ sufficiently in one or more characteristics to discredit the hypothesis that the samples are from populations similar in the characteristics chosen for comparison. If the differences between the samples are too great to be reasonably attributed to sampling fluctuations, the "null" hypothesis is rejected, and the conclusion follows that real differences exist in the population from which the samples were drawn. Such non-chance, or *real* differences which cannot reasonably be ascribed to chance data fluctuations, are said to be "significant."

RESULTS

To insure numerical comparability of the experimental and control groups,

they were made equal in number. Measurements for the experimental Group A (Visual Arts majors) and control Group B (non-Visual Arts majors) yielded the following facts : entry-levels of problem-solving ability were obtained through an administration of the Watson-Glaser Critical Thinking Appraisal during Freshman Orientation Week (September 1971). Graduation-levels were obtained by a subsequent administration of this instrument just prior to graduation, two academic years hence (May 1973).

The Watson-Glaser Critical Thinking Appraisal instrument consists of a series of test exercises which require the application of some important abilities involved in problem-solving skills. These exercises include problems, statements, arguments, and interpretations of data similar to those which a citizen in a democracy might encounter in her daily life as she works, reads newspaper or magazine articles, hears speeches, paricipates in discussions on various issues, etc. There are five sub-tests which include :

Inference : Samples ability to discriminate among degrees of truth or falsity or inferences drawn from given data.

Recognition of Assumptions : Samples ability to recognize unstated or presuppositions which are taken for granted in given statements or assertions.

Deduction : Samples ability to reason deductively from given statements or premises; to recognize the relation of implications between proposition; to determine whether what may seem to be an implication or a necessary inference from given premises is indeed such.

Interpretation : Samples ability to weigh evidence and to distinguish between (a) generalizations from given data that are not warranted beyond a reasonable doubt, and (b) generalizations which, although not absolutely certain or necessary, do seem to be warranted beyond a reasonable doubt.

Evaluation of Arguments : Samples ability to distinguish between arguments which are strong and relevant and those which are weak or irrelevant to a particular issue or view.

The raw scores earned by these twenty-eight students were converted to percentiles. These percentiles are the data which were statistically treated, and these percentiles are based upon a normative group of some 5, 297 Visual Arts freshman tested by WATSON & GLASER.

To determine if the obtained differences between the means earned by these two groups in the Watson-Glaser and other measuring instruments utilized, were likely to be chance or true ones, the t-ratio was applied to the data. How large must a t-ratio be before an obtained difference between two means can be accepted as 'significant' - i.e. before one can assume that it is unlikely to have occured by chance variation or sampling fluctuations ?

A 'convention' or arbitrary agreement stipulated that the obtained difference must be at least large enough so that it could arise by chance alone only

5 % of the time if there were no true difference between the means of the populations from which the samples were drawn : (the so-called "5 % level of conficence ".

A t-ratio of 3 is a virtual certainty (about 999 chance in 1000) that a true ("signi'icant ") difference exists between the means of the two populations from which the samples were drawn. A t-ratio larger than 3 is that much more assurance that a true difference exists. Speaking literally, there is never absolute certainty in science. All conclusions drawn from experiments contain an element of risk. What the t-ratio procedure permits one to state, quite precisely, is the extent of the risk.

Therefore, for t-ratios of 3 or greater, the probability of obtained differences being due to sampling fluctuations, or other chance variations, is less than 1 in 1000 - or a very high level of confidence that the differences obtained reflect true differences in the means of the populations from which the samples were drawn.

The t-ratio was 4.37 for the averages earned by Groups A and B, (comparing their different converted-score percentiles of their before-and-after test administrations of the Watsons-Glaser Appraisal). This measurements of the problem-solving dimension therefore suggests, with a high degree of probability, that the difference in group performance between the Visual Arts majors (average = 9) and the non-Visual Arts majors (average = 2), reflects a true difference, and not a chance or 'sport' variation. Therefore, for this limited sample, the data generated supports Sir HERBERT's hypothesis that...." art education provides a means for learning problem solving. "

In the dimention of emotional well-being, the instrument utilized was the Emotional stability scale of the Go don Personal Profile inventory. The normative group for this instrument consisted of 1300 college women students. Those scoring above average are characterized as being ---" well balanced, emotionally stable and relatively free from anxieties and nervous tension, " those scoring lower (below average) being characterized as...." associated with excessive anxiety, hypersensitivity, nervousness and low frustration tolerance, as well as poor emotional balance.

The t-ratio was 3.33 for the percetile averages earned by Groups A and B, (comparing the differences between the before-and-after scores).

Therefore, statistically speaking, there is less than 1 chance in 1000 that the obtained difference between Group A (average = 10) and Group B (average = 4) could have occured solely through chance variations. Here again, the larger average increase for the Visual Arts majors is supportive of Sir HERBERT's contention that art education..." helps students achieve a greater degree of emotional well-being through improved self-image; the latter achieved by helping the student produce satisfying objects to see. "

Turning to the area of study habits and attitudes, base-line data was obtained from a Freshman Week administration of the "Survey of Study Habits and Attitudes" inventory. Specifically, this paper and pencil inventory provides information relating to student promptness in completing academic assignments, use of effective study procedures, feelings and opinions about teachers, their classroom behavior and methods; and approval of educational objectives, practices and requirements. The normative group for this instrument was a sample of 3054 freshmen at nine different colleges. High scores on this inventory are characteristic of students who earn good grades; low scores to be characteristic of those who get low grades or find college work difficult.

The t-ratio for the percentile averages earned by Group A (Visual Arts majors) and Group B (non-Visual Arts majors) was zero, as the averages earned by both groups was the same; consequently, there was no difference in the group performance between these two small-sample groups. Therefore, in this instance, no statistically significant evidence was found to support Sir HERBERT's presumption that art education eventuates in improved study habits and attitudes.

It is noted, however, that the total amount of improvement for the Visual Arts majors was slightly larger than that of the non-Visual Arts majors (28 vs 27); thus being in the 'expected' direction if one inclines toward Sir HERBERT's views. The lack of a statistically significant difference in the posttest performance of these two groups may, in part, be attributed to the factors resposible for the following findings.

A research inquiry by the Harcum Office of Research, BLAI (1972), revealed that for a random sample of 60 Harcum 1972 graduates, their two-year stay at Harcum was associated with a substantial improvement in their problem-solving abilities as measured by the Watson-Glaser inventory.

It is therefore concluded, that the improvements noted in this art education inquiry occured in a collegiate environment wherein such improvements among both non-Visual Arts as well as Visual Arts majors might well have been anticipated. Where effort is made to teach the difference between reasoned-logical, and unreason-illogical thinking, this might well account for the close matching in the improvements evidenced by both Groups A and B.

The fourth and final area investigated was that of academic achievement, as reflected in the graduation cumulative averages of the twenty-eight young women comprising Group A and B. Comparison of the groups' averages earned yielded a t-ratio of 4.4. Therefore, the difference of .4 (on a scale of grade A = 4; grade B = 3; grade C = 2; and grade D = 1), which favored the Visual Arts majors is, statistically speaking, significant; (far less than 1 chance in 1000 that this difference might have occured through sampling of other-chance fluctuations alone). In this dimension of academic progress, Sir

HERBERT's view that...." greater academic progress (achievement) than those who are not exposed to art education " is supported insofar as the results achieved by this small-sample group of students.

It is, of course, possible that the differences noted in group academic averages earned may be in part due to the fact that there are different clusters of courses required for graduation among the differing program majors - some being more-demanding (academically-speaking) than others. On the other hand, it appears entirely reasonable to conclude that some of this Group A incremental improvement over Group B is associated with the hypothesized 'benefits' of art education as delineated by Sir Herbert READ.

DISCUSSION AND CONCLUSIONS

In theory, there are two principal elements that are associated with student achievement (learning). These are : (1) differences in initial aptitude among students (Nature), and (2) college characteristics contributing to student learning (Nurture). Certainly any study of the college's impact on students must take into account differences in student aptitude before valid consideration can be given to measuring the possible differential effects of the college's contribution to student achievement.

It is recognized that achieving higher scores on a posttest may, in part, be due to the " maturation " factor, as well as practice effect ". As a result of their everyday life-learning experiences, students grow and develop - with or without participating in experimental programs! However, if statistically significant differences are found among groups who are exposed to differing academic environments (i.e. collegiate programs), the net effect is to hold constant the factors of " maturation " and " practice effect " - to which all are subject - and therefore identify such differences with the different environmental conditions (i.e. the college 'majors).

To attempt to control for the student's ability prior to college entrance - the ability which has contributed to the student's academic growth while in college, this study considered the average improvements among several samples of Harcum students in a series of skills / achievements / characteristics areas. Through a " before " and " after " testing situation for two samples of freshmen who were retested just prior to completion of their 2-year program, the net effect was to hold constant the factor of differences in student aptitude, by combining the differences in improvement among the low, average, and high aptitude students. The remaining differences between their collective performance initially upon entrance to Harcum, and their performance just prior to graduation two years hence, may then reasonably be associated with the college's effect, (the so-called environmental " press ") upon the student.

In addition, verbal an mathematics abilities of the students comprising the two samples were controlled in that College Board SAT scores did not vary significantly (less than 50 point 'spread' of scores among these 'matched' experimental and control group subjects). Therefore, the performance differences noted cannot be explained in terms of initial-ability differences.

The 'results' of this pilot study have generally shown statistically significant differential-gains for the Harcum group enrolled in the 2-year Visual Arts curriculum, in contrast to the group enrolled in various other curriculums. The pertinent statistical hypothesis examined was the so-called "null hypothesis". To accept the null hypothesis is to conclude that these observed differences between these two groups are due to chance: to reject the null hypothesis is to conclude that the differences are non-chance, or "real".

It is generally acknowledged that the visual graphic arts are playing an increasingly greater role in contemporary life, and students who concentrated in this area at Harcum evidently were provided with an opportunity to develop their emotional well-being and problem solving capabilities which, for these particular small sample groups were found to be "greater" (with a high degree) of probability of being a true difference) than that achieved by a matched group enrolled in other programs of study at the college.

Therefore, in conclusion, it is believed that further study, through replication of this pilot exploration, might well be fruitful to ascertain whether such gains:

(1) exist at various schooling levels; e.g. elementary, secondary, and collegiate.

(2) are found among males as well as females, and

(3) persist over time.

If such studies are well-designed, replicated several times, and show consistent directional findings and meaningful strengths of association, then the results of such inverstigations may be generalized for purposes of modifying existing educational programs and practices.

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Summary

The objective of this pilot inquiry was to investigate, empirically, some of Sir Herbert Read's views relating to art education. If the effects of art education upon student learning are as hypothesized by Sir Herbert, the curriculum-structuring impact could be far-reaching at all levels of formal schooling.

For a group of 28 young women, entry and graduation levels (after completion of a 2-year collegiate program) were measured in terms of: (1) academic achievement; (2)

emotional well-being; (3) study skills and readiness; and (4) problem-solving abilities. Statistically significant differences were noted between the experimental group (Visual Arts majors) and the control group (non-Visual Arts majors) in the following dimensions: t-ratio of 4.37 in the problem-solving area; t-ratio of 3.33 in the emotional well-being one; and a t-ratio of 4.4 in the academic achievement area. For the dimension of study habits the t-ratio was zero since the average scores for both groups was the same.

Further study, through replication of this pilot inquiry, could ascertain if such gains: (1) occur at elementary, secondary, and collegiate levels; (2) both for males and females; and (3) persist over time.

RESUMÉ

Education artistique - moyen ou but?

L'objectif de cette étude pilote était d'enquêter, de manière empirique quelques unes des idées de Sir Herbert Read concernant l'éducation artistique. Si les effets de l'éducation artistique sur l'apprentissage des étudiants sont si mis en question par Sir Herbert Read, l'impact de la structuration du curriculum pourrait être de grande importance à tous les niveaux de l'éducation formelle.

Pour un groupe de 28 jeunes femmes les niveaux d'entrée et de sortie (après avoir accompli un programme universitaire de 2 ans) furent mesurés en termes de: (1) réussite académique, (2) bien-être émotionnel, (3) aptitudes d'étude et préparation et (4) aptitude à résoudre des problèmes. Des différences, statistiques significantes furent notées entre le groupe expérimentale ("Major" en Arts visuels) et le groupe de contrôle (major en Arts non visuels) dans les dimensions suivantes: t-ratio de 4-37 dans le domaine de la solution de problèmes; t-ratio de 3.33 dans le domaine du bien-être émotionnel; et un t-ratio de 4.4 dans le domaine de la réussite académique. Pour la dimension des aptitudes d'étude le t-ratio était zéro puisque les résultats des deux groupes étaient les mêmes. Une étude ultérieure, en réappliquant cette enquête pilote, pourrait assurer si de tels gains (1) obtiennent aux niveaux élémentaire, secondaire ou universitaire; (2) aussi bien pour filles que pour garçons; et (3) persistent dans le temps.

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EDUCATIONAL LEADERSHIP IN TEACHER EDUCATION

by

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INTRODUCTION

Whether American boys and girls enrolled in public schools acquire an adequate education or not depends directly upon the type of training their teachers were exposed to on the collegiate level.

While colleges and universities engaged in teacher education may be influenced by Federal, State and local school guidelines as well as potential pressures from regional and professional accreditation associations, the basic responsibility for implementing educational leadership rests squarely in the hands of the Dean of education. The faculty of any institution will respond according to the type of educational leadership exercised by the Dean.

College and university professors as well as professional personnel at the pre-school, early education and elementary levels of education are occasionally involved in research activity. Whether this type of research, as may be related to children, achieves significance or not depends upon the quality of training these individuals might have received in higher education. It is a well-known fact that some colleges and universities engaged in teacher education at the undergraduate and graduate levels place but scant emphasis, if any, on research methodology, or the basic tools of research, namely, statistics.

Whatever destination teacher education may decide upon in the preparation of future teachers and related personnel for public schools, methodology of research and statistics should be required for both the baccalaureate and the master's degree in education. If the curricula at the pre-school, early childhood and elementary levels are to be revised, we will need researchers who are training efficiently and who can discover new and better methods and techniques for teaching children. The mere personal pronouncements of educators and the ukases of their professional associations are in some cases built upon heresay and opinion, all of which provide no logical encouragement for improving research.

Educational administration is concerned not only with the plan of organization and the procedures being utilized. It is involved with the process by which these practices are adopted, support for them is maintained, and new practices are considered and initiated. An educational administrator is resposible for expediting a process which brings all the persons with legitimate interests in a program into effective collaboration in planning for it.

Since American children are required by the majority of States to attend the public schools between the ages of 7 - 16, each State should be required to prepare teachers so that they may provide the type of educational atmosphere which will provide every youth the opportunity to realize his or her maximum potential capabilities mentally, socally, emotionally, physically and spiritually. To do anything less would be depriving boys and girls from the basic essentials of living happily in a democratic society.

Statement of the Problem

The problem of the investigation was as follows : To evaluate the educational leadership provided in accredited colleges and universities engaged in teacher education. The Dean of the School of Education / Department of Education is primarily responsible for all final outcomes as may be related to the organization, administration, and supervision in teacher education. It is the Dean's responsibility to initiate an educational administration concept which will challenge all professional personnel, students, alumni, and interested patrons of teacher education. To what extent this is actually being achieved, or not, is the subject of this inquiry.

Sampling Population

A preliminary letter was forwarded to the Chairmen of the Schools of Education / Departments of Education of 459 colleges and universities lisred as having "Teacher Education" programs[1] inquiring as to whether they might be interested in participing in an evaluation of the Dean of Education pertaining to his leadership responsibilities in teacher education.

Of the total number of the teacher training institutions contacted, namely,459, an estimated 325, or 71 per cent responded indicating that they

1. *Accredited Institutions of Higher Education*, 1971-72. Published by The Federation of Regional Accrediting Commissions of Higher Education by the *American Council On Education*, One Dupont Circle, Washington, D.C., 20036, pp. 3 - 131.

would be interested in participating in the survey.

Approximately 12,194 faculty members participated in this study. Broken down, this number represented 6,056 assistant professors, 3,921 associate professors and 2,217 full professors. These men and women represented eleven departments of education, namely, Educational Foundations, Reading, Early Education, Elementary Education, Secondary Education, Guidance and Counseling, Administration and Supervision, Curriculum Development, Business Education, Music and Physical Education.

This study began in the Summer of 1972 and concluded in the Fall of 1975. The sampling population is considered representative. Table I provides a summary of the sampling population.

Procedures Utilized to Initiate the Study

Four letters were forwarded to the Chairmen of the Schools of Education / Departments of Education. The preliminary letter merely stated the purpose of the study and inquired as to whether the school might be interested in participating. The second letter contained the proposed sixty "educational leadership" characterics suggested by the writer. The faculty members were asked to review each of the proposed "leadership chara cteristics" very carefully. If they believed that some should be omitted, changed, or added, this was to be their prerogative. In any case faculty members were further asked to return this data at their earliest convenience. The result of this procedure finalized a rating scale listing but twenty-one "leadership characteristics" developed by and acceptable to the majority of participating faculty members. The third letter returned the finalized rating scale to each of the participating faculty who then rated the Dean of the School of Education / Department of Education. After having received this rating from the faculty, some three months later, a fourth letter containing a second unmarked rating scale was submitted to the same faculty members to re-evaluate the Dean of Education. The express purpose of this second follow-up evaluation was to discern if any discrepancies existed between the first and the second rating. Additionally, the possibility existed that some faculty members might have changed their minds about the Dean since the first assessment took place.

The finalized "educational leadership" rating scale used to judge the performance of the Dean of Education is illustrated in Table II.

Validity and Reliability Studies

The rating scale is assumed to possess content validity. The investigator examined many professional texts, monographs, courses of study in administra-

TABLE I

Summary of Sampling Population

Education Department	Total Number of Faculty	Department Ratings[2]	Professorial Rank		
			Assistant	Associate	Full Prof.
1. Educational Foundations	1,216	3.74	642	334	240
2. Reading	1,162	3.58	573	454	135
3. Early Education	1,326	4.08	680	423	223
4. Elementary Education	1,019	3.14	495	365	159
5. Secondary Education	1,116	3.48	410	374	332
6. Guidance and Counseling	1,053	3.24	478	336	239
7. Administration and Supervision	967	2.98	409	318	240
8. Curriculum Development	1,136	3.50	626	354	156
9. Business Education	1,331	4.10	731	465	135
10. Music	1,008	3.10	593	234	181
11. Physical Education	860	2.65	419	264	177
Totals	12,194	3.41[3] (Mean)	6,056	3,921	2,217
Per cent			50	32	18

[2]Number of faculty ratings for each of 325 participating schools.

[3]Approximately 37.52 faculty ratings per college/university.

tion, objectives proposed by state departments of education and regional accreditations associations. From these sources, some sixty "educational leadership criteria were developed directly related to the responsibilities of the Dean of Education. These sixty criteria constituted the original rating scale devised by the writer.

This rating scale was then submitted to 12,194 professors of education

(qualified experts) located in 325 colleges/universities.
The professors examined these sixty "leadership characteristics" very carefully. As a result, a twenty-one "educational leadership" appraisal instrument resulted. This rating scale developed and acceptable to the majority of faculty members constituted the instrument which was used in this investigation.

The term validity is generally defined as the extent to which the test, or rating scale in this case, "measures" what it is supposed to measure. In this study, "educational leadership" characteristics are associated with the functions of the Dean of Education. This performance of the Dean was judged by faculty members. How well the Deans of Education displayed evidence of the criteria listed as "leadership characteristics" is revealed in Table III. As may be noted by the reader, the validity coefficients extended from .52 to .77 with a mean validity for the entire scale at .67. Inter-correlations between the twenty-one criteria using the Pearson r provided the validity coefficients.

TABLE II

Educational Leadership Rating Scale: Dean of Education

NAME OF RATER (OPTIONAL) ..... DATE .....
NAME OFCOLLEGE/UNIVERSITY .....
ADDRESS .....
CITY ..... STATE ..... ZIP CODE .....
PROFESSIONAL RANK OF RATER .....
(Assistant professor, Associate, etc.)
DEPARTMENTAL AREA OF SPECIALIZATION TEACHING .....
(Eartly El., Secondary, etc.)
UPON COMPLETION OF RATING, YOUR COMMENTS ARE CORDIALLY INVITED.
.....

WHAT YOU ARE TO DO:

This questionnaire is designed to evaluate the functions as performed by the Dean of Education in both the undergraduate and graduate programs in teacher education in your institution. Your judgement in assessing the educational leadership of the Dean will REMAIN CONFIDENTIAL.

A continum scale with descriptions from 1 through 5, follows:

1	2	3	4	5
NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS

To the right of each descriptive statement are five numbers. ENCIRCLE the NUMBER you believe best describes the Dean of Education in your institution.
Consider your procedures and habits at the present time in arriving at your decision.

FOR EXAMPLE: OBJECTIVES	never	seldom	sometimes	often	always
Evidence of:					
1. understanding the democratic process	1	2	3	4	5
2. encouraging faculty research	1	2	3	4	5
3. ability to work cooperatively with the faculty	1	2	3	4	5

WHO WILL DO THE RATING?

Two or more faculty members from each of the eleven departments of education in the school of Education / Department of Education are encouraged to participate in the evaluation. The departments invited to participate include: Educational Foundations, Reading, Early Education, Elementary Education, Secondary Education, Guidance and Counseling, Administration and Supervision, Curriculum Development, Business Education, Music and Physical Education.

Each faulty member will rate the Dean of Education individually. Your Chairman of the Department of Education / School of Education has an ample supply of rating scales. When COMPLETED, we shall deeply appreciate your returning the rating scale at your convenience. Please *review* all data to see that you have completed all the questions BEFORE returning to the writer.

NOW THAT THE GROUND RULES HAVE BEEN ESTABLISHED, WE CAN PROCEED WITH THE EVALUATION.

ACADEMIC AND ADMINISTRATIVE EDUCATIONAL LEADERSHIP CHARACTERISTICS

Evidence of:					
1. a responsibility to lead the School of Education in accomplishing its own specific purpose and goals	1	2	3	4	5
2. an understanding and sensitivity to the democratic process	1	2	3	4	5
3. a comprehension of the various elements of the School of Education's students, faculty, supporting staff and general public	1	2	3	4	5

4. a knowledge and appreciation of the need for improving teaching effectiveness 1 2 3 4 5
5. the unique ability to inspire faculty members to greater effort in their professional pursuits 1 2 3 4 5
6. being able to establish a strong faculty and personnel relations program 1 2 3 4 5
7. a commitment to the philosophy, that ideas and suggestions should flow up, as well as down, in the administrative hierarchy 1 2 3 4 5
8. a commitment to Affirmative Action / Equal Opportunity Employment 1 2 3 4 5
9. a constant critical review of the instructional programs 1 2 3 4 5
10. the ability to direct short-range and long-range planning related to institutional goals 1 2 3 4 5
11. the ability to develop and maintain an educational climate in which students and faculty have the opportunity to achieve their greatest potential and are encouraged and motivated to do so 1 2 3 4 5
12. the ability to stimulate, develop and maintain an administrative structure in which students can realize that their views are considered in the governance of the School of Education / Department of Education 1 2 3 4 5
13. a commitment to the maintenance of a structural framework which insures the preservation of academic freedom .. 1 2 3 4 5
14. identifying and clearly defining the roles of members of the administration, faculty, supporting personnel and programs 1 2 3 4 5
15. administering the business affairs of the School of Education / Department of Education through sound management. This responsibility includes developing and maintaining an appropriate administrative organization and policy-making structure for the efficient, effective and accountable utilization of all financial resources 1 2 3 4 5
16. enthusiasm and support for faculty members research interests and activities 1 2 3 4 5
17. knowing the field of educational administration well enough to indicate that the (Dean) understands the relationship between what is *said* and what is *done* 1 2 3 4 5
18. a willingness to make difficult decisions and accept responsibility for such decisions 1 2 3 4 5
19. the ability to delegate authority and commensurate responsibility to others 1 2 3 4 5

20. stressing the importance of having periodic meetings between the faculties of the College of Liberal Arts and the School of Eduction / Department of Education since both schools share the prospective education candidate an equal number of years in training..... 1 2 3 4 5
21. understanding that departemental meetings as well as combined departemental meetings should generate an enthusiasm and appreciation of collective thinking on critical issue in education..... 1 2 3 4 5

NOW THAT YOU HAVE COMPLETED THE RATING OF THE DEAN, DO YOU HAVE ANY COMMENTS THAT YOU WOULD LIKE TO MAKE? SPACE IS PROVIDED BELOW:

TABLE III

Validity and Reliability Findings

Criterion Number *	Validity	Reliability	Standard Deviation
1	.73	.94	1.05
2	.69	.93	1.72
3	.61	.90	1.83
4	.71	.91	2.06
5	.75	.84	2.12
6	.64	.88	1.94
7	.63	.92	1.77
8	.60	.87	2.19
9	.54	.89	1.83
10	.72	.86	2.35
11	.59	.88	2.22
12	.76	.89	2.27
13	.68	.92	1.96

* Criterion Number refers to each of the "Leadership characteristics" which appear in the rating scale (Table II, pages 42 - 44).

14	.77	.85	2.05
15	.65	.91	1.91
16	.68	.94	2.62
17	.72	.85	2.40
18	.52	.92	2.57
19	.70	.83	2.28
20	.64	.91	1.95
21	.57	.93	1.82

Mean validity ... .67
Mean reliability 90

The test-retest method was utilized to determine the reliability coefficient of the rating scale, since the rating scale was administered twice at different times to the same individuals. Using the two sets of scores, a Pearson product-moment correlation was computed and the results ranged from .83 to .94 with a mean reliability coefficient of .90 The standard deviations of the reliability coefficients extended from 1.05 to 2.62.

Discussion

Table IV illustrates the final mean ratings of the Dean of education for the twenty-one "educational leadership" criteria used in this investigation. It may be noted in Item 1, "a responsibility to lead the School of Education in accomplishing its own specific purposes and goals," that the mean ratings for each of the eleven departments of education ranged from 2.50 to 3.35 with a mean rating for combined departments of education being 2.93. It is highly doubtful whether professional leadership can continue to exist by rendering educational services on a "Seldom" or "Sometimes" basis in attempting to reach specific purposes and goals.

It is interesting to note Item 7, "a commitment to the philosophy, that ideas and suggestions should flow up, as well as down, in the administrative hierachy", that the ratings extended from 2.19 to 2.73. with a combined departmental mean rating of 2.49. This tells us that Deans of education are susceptible to such a philosophy on either a "Seldom" of "Sometimes" basis.

Item 16 which refers to the "enthusiasm and support for faculty members research interests and activities" as rendred by the typical Dean of education resulted in mean ratings extending from 2.00 to 2.75, with a combined department mean of 2.37.

TABLE IV

Summary of Dean's Evaluation by Faculty Members

Criterion Number[1]	Departments of Education											
	EF.[2]	RDG.[2]	EE[2]	EL.[2]	SEC.[2]	Gc.[2]	AS.[2]	CD.[2]	BE.[2]	M.[2]	PE.[2]	Weighted Mean Rating
1	2.81	3.10	3.35	2.76	2.90	2.81	2.50	3.00	2.95	2.88	3.15	2.93
2	3.15	3.05	3.03	3.42	3.10	3.15	3.00	2.98	3.62	3.24	3.08	3.17
3	3.18	2.95	2.86	2.94	2.98	3.06	3.17	2.94	3.27	3.09	2.96	3.14
4	3.35	2.80	2.61	3.41	3.17	3.04	3.33	3.45	2.98	2.76	3.11	3.09
5	2.46	3.00	2.87	2.80	2.60	2.54	2.93	3.00	2.86	2.62	2.57	2.76
6	2.85	2.97	3.14	2.85	2.95	3.12	3.20	3.18	2.83	2.91	3.17	3.02
7	2.27	2.50	2.73	2.50	2.32	2.19	2.58	2.43	2.70	2.55	2.67	2.49
8	3.00	2.75	3.19	3.08	3.43	3.37	3.25	3.64	3.50	3.18	3.41	3.25
9	2.91	2.81	2.64	3.10	3.00	2.93	2.84	3.20	2.95	2.85	3.26	2.95
10	2.64	3.22	3.36	3.00	3.15	3.08	2.97	3.36	3.40	3.19	3.05	3.13
11	3.08	2.86	2.94	2.86	3.09	2.84	3.10	3.00	2.90	3.06	3.22	3.00
12	2.34	2.91	3.16	2.80	2.95	2.47	2.56	2.74	3.04	2.81	2.90	2.79
13	3.32	3.15	3.04	3.00	2.87	2.94	2.67	2.80	3.05	2.90	2.71	2.95
14	2.90	3.00	2.86	2.91	2.70	2.84	2.88	3.04	2.97	2.77	2.99	2.90
15	3.51	3.30	2.98	3.00	3.17	3.25	3.30	3.15	3.10	3.20	3.06	3.18
16	2.07	2.00	2.35	2.40	2.15	2.36	2.40	2.61	2.43	2.50	2.75	2.37
17	2.83	2.76	2.91	2.80	2.63	2.77	2.84	2.95	2.40	2.56	2.66	2.74
18	3.19	3.22	3.14	3.01	2.96	2.80	3.16	2.84	3.30	2.67	2.88	3.02
19	3.00	2.98	2.76	3.09	2.91	2.86	3.12	2.87	3.16	2.98	3.20	2.90
20	1.93	2.05	2.35	1.74	1.83	2.10	1.91	2.20	1.61	1.56	1.80	1.92
21	2.74	2.65	2.80	2.93	3.00	2.88	3.10	3.05	3.26	2.74	2.86	2.91
Weighted Mean ...	2.83	2.86	2.91	2.88	2.85	2.83	2.90	2.97	2.97	2.81	2.93	

[1]The criterion number refers to the twenty-one "leadership characteristics listed in the rating scale See Table II.

[2]EF refers to Educational Foundations; RDG refers to Reading; EE refers to Early Education; EL refers to Elementary Education; SEC refers to Secondary Education; GC refers to Guidance and Counseling; AS refers to Administration and Supervision; CD refers to Curriculum Development; BE refers to Business Education; M refers to Music and PE refers to Physical Education.

One of the most appalling problems confronting modern public education stems from the fact that too few teachers and administrators are ardent producers and consumers of research. Education is man's most important business. Research has been the golden key by which the door to improvements has been opened.

Item 20, "Stressing the importance of having periodic meetings between the faculties of the College of Liberal Arts and the School of Education / Department of Education since both share the prospective education candidate an equal number of years" has earned the lowest departmental rating with a mean of 1.92. Departmental ratings displayed means ranging from 1.61 to 2.35.

The typical Dean of education "Seldom" exhibits any interest in the College of Liberal Arts. Whether or not anyone has hit upon an ideal program for teacher training may be a matter for debate, but anyone who is concerned by present poor methods should be grateful that some individuals are systematically attacking the problem.

If candidates for teaching, administrative positions and related support-personnel in public schools are to continue to be required to spend the first two years in the College of Liberal Arts engaging in what is called, general education and then the final two years in a School of Education taking the professional and specialized courses of study, both of these schools should join hands cooperatively seeking to improve public education as it mayu be related to the general welfare of our society.

It is interesting to note, that of the twenty-one "educational leadership" characteristics, no combined departmental mean rating exceeded 3.25. This latter figure is in the "Sometimes" category. It appears that teacher education today according to the Dean's working relationships with all interested personnel, is actually turning the educational clock back a good half century!

Comments by Faculty Members

Approximately 20 per cent, or 2,438 faculty members volunteered some rather cogent explanations as to why the Dean of education was failing to perform an expected action in educational leadership. The justification offered by the faculty are hereby listed in their rank order of importance according to the frequency of mention. Only those reasons cited by the faculty exceeding 1.90 frequencies of mention have been listed. See Table V.

TABLE V

Comments by Faculty Members

No.	COMMENTS N = 2.438	Frequency of Mention
1.	Failure to work cooperatively with the faculty in determining the specific purpose and goals of the School of Education / Department of Education	351
2.	Inability or unwillingness to democratize procedures. Delegation of authority and responsibility lacking. A School of Education / Department of Education must be organized to make full use of its available talent	330
3.	Inability to keep pace with social change. This implies that educational leadership should emanate from the Dean's office and that he must be an educator as well as a business agent	327
4.	Failure to develop effective undergraduate or graduate programs in teacher education. Operating the School of Education / Department of Education is something more than purchasing audio-visual aids, or encyclopedias for the library. School administration should involve leadership! It requires a Dean who can secure ideas from all the faculty, and perhaps students, relative to a new program and then is able to interpret these ideas to the board of Trustees and administration in a concise and clear manner so that they can be realized	284
5.	Failure to recognize the attainments of faculty members	185
6.	Lack of sense of timing. Some Deans do not possess the faculty of taking the proper action at the right time. This means the Dean shoul have the capacity to sense the need for courageous action at the right time and for just causes	175
7.	Inability to make decisions intelligently	162
8.	Occasionally, a newly appointed Dean will come to the School of Education loaded with ideas and without taking the time to become acquanted with his milieu will start a small-scale revolution in educational philosophy, procedures and method	140
9.	Inability to be a good listener. This is the Dean who follows the dictum, "Nothing is quite so annoying as to have someone go right on talking when you're interrupting"	133
10.	Inability to present a point of view clearly and forcefully. Every prospective Dean of education should be taught in their graduate work how to organize material logically, present data effectively and to be able to defend a point of view	130

11.	Critical judgement about a predecessor. Spending time criticizing the predecessor is neither ethical nor in the best interests of the School of education	118
12.	Inability to suppress cynical remarks about personalities or events and avoiding the use of vulgarisms and the use of unusual or inappropriate vocabulary	103

CONCLUSIONS

Whatever causes may be assigned to the apparent negligence of the Dean of education to provide adequate administrative educational leadership may well be the subject of a future investigator.

No matter how rigid or how loose the certification rules and regulations of a state may be, the initial responsibility for the preparation of school personnel is vested in the training institution. If there are incompetent individuals on the professional staff of the educational system, it is because certain institutions accepted them for training and subsequently sponsored them for admission to the profession.

An important fact to be recognized, sometimes to the discomfiture of the educational adminstrator (Dean) is that educational policy is not a concern of the educator only. It is an appropriate and legitimate concern of people in all walks of life. This is true not only because of their interest in the education of their own children but also because of their marked interest for general social welfare and policy with which educational policy is so closely and significantly related.

Teacher training institutions are expected not only to preserve and disseminate the existing store of knowledge but to add to that store.

In the educational system the extension by the process of research has come to be recognized as a *major* function of universities.

As far as this study is concerned, the faculty members tend to feel that the Dean of education lacks the knowledge or awareness of research techniques.

If this nation continues in the same direction for the next decade or more, teacher education will become impotent !

SUMMARY

The type of educational preparation American boys and girls received in our public schools is directly related to the training provided the teachers and administrators who are employed to direct the education programs. While students and teachers undergo all types of examinations, the individual responsible for all final outcomes in teacher education is practically untouched by similar appraisals.

This study of EDUCATIONAL LEADERSHIP IN TEACHER EDUCATION is concerned with evaluating the Dean of education. Since faculty members have to work under the close scrutiny of the Dean of education at all times, it appears feasible that the faculty be permitted to assess the performance of the Dean.

An estimated 12,194 faculty members employed in 325 colleges and universities participated in evaluating the Dean of education. The study began in 1972 and terminated in 1975. The sampling population used in this study is considered representative.

The results of this investigation tend to indicate that teacher education programs in the United States are not providing either teachers, or administrators of competence due to the lack of administrative educational leadership in teacher education programs.

American youth are being short-changed in their education and the future general welfare of this nation is being jeopardized by the lethargic educationists!

RÉSUMÉ

Le leadership éducationnel dans l'éducation de l'enseignant

Le type de préparation éducationnelle que les filles et garçons Américains reçovent dans nos "public schools" est directement en relation avec l'entraînement que reçoivent les enseignants et les adminstrateurs qui sont employés à diriger le progrmae éducatif. Tandis que les étudiants et les enseignants sont soumis à tous les types d'examens, l'individu, responsable pour tous les résultats finals dans l'éducation de l'enseignement, n'est pratiquement pas soumis à de telles appréciations.

Cette étude du "leadership" éducationnel dans l'éducation de l'enseignant s'occupe à évaluer le Doyen de l'éducation.
Puisque les membres de la faculté sont obligés à travailler à tout moment sous la surveillance proche du Doyen de l'éducation, il paraît faisable que la faculté soit permise à évaluer la performance du Doyen.

Quelques 12.194 membres de la faculté employés dans 325 collèges et universités ont participé à évaluer le Doyen de l'éducation. L'étude à commencée en 1972 et s'est terminée en 1975. La population utilisée dans cette étude est considérée être représentative.

Des résultats de cette enquête à indiquer que les programmes d'éducation d'enseignants dans les E.U. ne procurent ni des enseignants, ni des administrateurs ayant de la compétence, ce qui est provoqué par le manque de "leadership", administratif de l'éducation dans les programmes l'éducation.

La jeuness américaine est désavantagée dans son éducation et le bien-être général futur de cette nation est menacé par les édcucateurs léthargiques!

B. Everard BLANCHARD was born in Chicago, Illinois in 1909. He studied at the Western Michigan University (B.S. 1931), at the State University of Iowa (M.A. 1932) and at the University of Chicago (Ph. D.). He has retired from DePaul University, School of Education, Chicago, Illinois. He designed some standardized tests (e.g. Illinois Index of Scholoastic Aptitude) and published the following books:

- A new system of éducation 1975;
- A survey of Illinois catholic secondary schools, 1966;
- Introductory statistics for students of education, 1963;
- Destination teaching, 1960;
- Behavioral characteristics peculiar to articulation in American education program, 1972.

UNE MÉTHODE DE MESURE PAR ORDINATEUR DE LA LISIBILITÉ DES TEXTES FRANCAIS

par

G. HENRY

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Dans les pays de langue française, les techniques de lisibilité sont encore relativement peu connue et, partant, peu utilisées. Par contre, dans les pays anglo-saxons, elles sont d'usage courant, dans des domaines variés, depuis de nombreuses années déjà.

Avant de procéder à une description plus approfondie des techniques, il convient de cerner de façon plus précise le concept de "lisibilité". Ce concept se réfère principalement à une *communication unilatérale* au cours de laquelle un individu ou un groupe d'individus (récepteurs) mis en présence d'un message verbal sont amenés à décoder ce message, c'est-à-dire à lui attribuer la signification que l'émetteur a voulu lui donner. Dans un langage plus simple, on considérera qu'un message est "lisible" s'il peut être aisément compris par les récepteurs auxquels il est destiné.

Comme nous venons de le souligner, les travaux en langue française sont restés relativement pauvres jusqu'à ces dernières années.

Les premiers sont dus à G. DE LANDSHEERE[1] qui utilisa la formule de R. FLESCH[2] et l'adapta en conservant les variables ainsi que les coefficients de pondération, mais en apportant des changements importants aux méthodes de comptage en raison des différences linguistiques entre l'anglais et le français. Une procédure automatique de traitement des textes par ordinateur a été à l'époque (1963) mise au point par G. DE LANDSHEERE et THIBAUX et appliquée à un grand nombre de textes d'origines diverses.

Cette technique restait cependant grevée d'une hypothèque : elle se référait à une formule conçue spécifiquement pour la langue anglaise.

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1 G. DE LANDSHEERE, "Pour une application des tests de Flesch à la langue française", *Le travail humain*, XXVI, 1-2, 1963, pp. 141-154.

2 R. FLESCH, "A Readability Formula in Practice", *Elementary English*, XXV, 1948, pp. 344-351.

Au cours de recherches menées de 1970 à 1973, nous avons tenté de combler cette lacune en mettant au point plusieurs jeux de formules spécifiques de la langue française et s'adressant à plusieurs niveaux scolaires. L'ensemble de ces travaux est décrit dans un ouvrage intitulé *Comment mesurer la lisibilité*[1].

Les trois jeux de formules mis au point ont été construits au moyen d'une technique statistique dérivée de l'analyse de régression multiple. Le critère de validation choisi était la difficulté des textes estimée à l'aide du test de closure[2]. Cent seize variables linguistiques ont été passées au crible et vingt-six variables originales ou composites ont été retenues. Les trois groupes de formules créées à partir de ces variables se présentent comme suit :

- Les formules d'un premier groupe sont construites à partir de huit variables. Le coefficient de corrélation multiple (voir plus loin) rend compte de la validité maximale obtenue à partir des variables retenues dans le cadre de cette recherche.
- Les formules d'un deuxième groupe ont été construites à partir d'un sous-échantillon de variables pouvant être mesurées directement par ordinateur à partir du texte perforé sur cartes et moyennant une préparation peu importante effectuée par une personne non qualifiée.
- Les formules d'un troisième groupe, courtes et utilisables sans l'appui d'un ordinateur, ont été construites à partir de variables aisées à repérer sans un appareillage complexe.

Les formules du deuxième groupe sont dès maintenant complètement automatisées et paraissent être appelées à devenir un outil d'une grande utilité dans tous les secteurs intéressés par l'évaluation de la lisibilité, spécialement en pédagogie.

Dans la suite du présent article, nous nous attacherons uniquement aux formules de ce groupe et nous décrirons successivement

- les formules automatisables de 1973;
- les formules automatisables de 1977;
- le programme d'ordinateur de 1977.

A. Les formules de 1973

Les formules de 1973 destinées à permettre un traitement automatique des texte par ordinateur comportaient cinq variables :

- le nombre de mots par phrase (MP);
- le *type token ratio* (TTR),

1 G. HENRY, *Comment mesurer la lisibilité*, Edition Nathan-Labor, 1974.
2 G. DE LANDSHEERE, *Le test de closure*, Paris, Nathan, Bruxelles, Labor, 1973.

- le pourcentage d'absents de la liste de base de Gougenheim (AG);
- le nombre de pronoms personnels de dialogue (calculé sur base de 250 mots) (PPD);
- le nombre d'indicateurs de dialogue (calculé sur base de 250 mots) (DEXGU).

1. Le nombre de mots par phrase (MP)

La longueur d'une phrase fournit un indice sûr de la difficulté syntaxique du texte. Toutefois, cette affirmation n'a de valeur que sur le plan statistique. Une phrase courte peut, dans certains cas, se révéler plus ardue à comprendre qu'une phrase longue ; une succession de courtes propositions peut entraîner, elle aussi, une difficulté plus grande qu'un tout articulé en subordonnées. Il n'en reste pas moins, qu'en moyenne, un texte comprenant de nombreuses subordonnées et dont les phrases sont longues, est vraisemblablement plus difficile à comprendre qu'un texte syntaxiquement plus dépouillé.
Dans la plupart des cas, l'allongement des phrases sera, aussi, révélateur d'un certain degré de difficulté sémantique.

Afin de standardiser la méthode de mesure de la longueur des phrases, nous avons repris en ce qui concerne la phrase les principes de codage de G. DE LANDSHEERE. Nous considérons qu'une phrase se termine par un point, un point d'exclamation ou un point d'interrogation suivis d'une majuscule.

Le "type token ratio" (TTR)

On peut émettre l'hypothèse qu'une corrélation existe entre le niveau de redondance d'un texte et son degré de difficulté, si d'autres variables intéressantes ont préalablement été prises en considération. Sur le plan théorique, on peut s'attendre à ce qu'une redondance élevée facilite la compréhension.

Une estimation de la redondance d'un texte a pu être réalisée à partir *"type token ratio"*. Cette technique, utilisée par E.B. COLEMAN[1], est déjà ancienne ; elle consiste à calculer le rapport entre le nombre de mots différents et le nombre total des mots d'un texte.

3. Le pourcentage d'absents de la liste de Gougenheim

Depuis le début des recherches sur la lisibilité, on a associé deux concepts :

1. E.B. COLEMAN, "Developing a Technology of Written Instruction : Some Determiners of the Complexity of Prose", in E.Z. ROTHKOPF (Ed.) *Symposium on Verbal Learning Research and the Technology of Written Instruction*. New York, Rand Mc Nally, 1963.

celui de la facilité du vocabulaire utilisé dans un texte et celui de la fréquence d'emploi des mots dans la langue parlée ou écrite. Cette association s'est révélée fructueuse, car, quelle que soit la liste de fréquence utilisée, on a toujours trouvé une relation importante entre le poids du vocabulaire mesuré en termes de fréquence et la difficulté du texte évaluée selon un critère externe.

A titre d'exemple, le score de lisibilité prévu pour le troisième cycle de l'enseignement primaire est obtenu par la formule suivante :

$$\text{Logit}_e\ p\ (5\text{-}6) = -(1.22331 \times \log_{10} MP) - (0.55498 \times TTR) - (0.87521 \times \text{logit}_{10} AG) - (0.10538 \times \log_{10} PPD) + (0.28257 \times \log_{10} DEXGU) + 0.29130$$

$$P_{5\text{-}6} = \frac{e^{\text{logit}_e P_{5\text{-}6}}}{1 + e^{\text{logit}_e P_{5\text{-}6}}}$$

Ces formules automatisables permettent une bonne prédiction du niveau de difficulté des textes. Les validités obtenues sont de .86 (enseignement primaire 3e cycle), .83 (enseignement secondaire inférieur) et .77 (enseignement secondaire supérieur) alors que les validités maximales relatives aux formules du premier groupe sont respectivement de .93, .90 et .83.

B. Les formules de 1977

Une révision des formules de 1973 a été entreprise en 1976, en raison des différences de validité existant entre les formules automatisables et les formules du premier groupe ; elles sont dues principalement à une variable : le pourcentage de noms concrets calculé par rapport au nombre total de noms figurant dans le texte.

En effet, cette variable, à forte charge sémantique, est un excellent indicateur de la difficulté des textes. On observe des corrélations de premier ordre de .66, .60 et .52 entre le pourcentage de noms concrets et le score de closure pour les trois niveaux scolaires mentionnés plus haut.

Nous avions néanmoins réservé cette variable pour les formules du premier groupe, car le relevé, tel que nous l'effectuions n'était pas possible par ordinateur. En effet, pour déterminer le caractère concret ou abstrait du mot, nous tenions fortement compte du contexte et appliquions une méthode dérivée des recherches de A.M. Gorman[1].

1. A.M. Gorman, "Recognition Memory four Nouns as Function of Abstractness", *Journal of Experimental Psychology*, 1961, Vol. 61, n° 1, pp. 23-29.

En vue d'une automatisation des formules et d'une introduction éventuelle d'une variable permettant d'estimer le caractère plus ou moins concret des textes, nous avons établi, au départ de la liste de TERS, MAYER et REICHENBACH[1] (7918 noms), une liste raccourcie comprenant uniquement des noms dont le caractère est indiscutablement concret dans la plupart des contextes. Voici un fragment de cette liste :

SEAU
SEAUX
SEIGLE
SEL
SELLE
SELS
SEMELLE
SEMOULE
SENTIER
SERIN
SERINS
SERPE
SERPENT
SERPENTS
SERPES
SERRURE
SERRURES
SERVIETTE
SERVIETTES
SIFFLET
SIFFLETS
SINGE
SINGES
SIPHON
SIPHONS
SIROP
SIROPS
SKI
SKIS

Nous avons alors calculé, pour l'ensemble des textes, la corrélation existant entre la variable initiale " pourcentage de noms concrets par rapport au total des noms " et la nouvelle variable indice " pourcentage de noms appartenant à la liste " que nous venions de créer. Cette corrélation était de .85.

Au vu de cette corrélation, nous avons dès lors décidé d'introduire cette variable dans les formules et, à cet effet, nous avons effectué à nouveau les analyses de régression multiple permettant le calcul des formules. Une légère modification du mode de calcul du pourcentage d'absents de la liste de GOUGENHEIM a toutefois été apportée : lorsqu'un mot absent de la liste figure plusieurs fois dans le texte, il est compté absent à chaque fois[2].

En outre, dans un souci d'uniformité, la base de calcul du nombre d'indicateurs de dialogue (DEXGU) et de pronoms personnels de dialogue (PPD) a été changée. A la place de 250 mots, le calcul se fait par rapport à 100 mots : DEXGU et PPD deviennent donc des pourcentages. Enfin, toutes les transformations logarithmiques, tant du critère que des variables linguistiques, s'effectuent en base 10.

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1. F. TERS, G. MAYER, et D. REICHENBACH, *Vocabulaire orthographique de base*, Neuchatel, Meisselier, 1964.
2. Les deux modes de comptage conduisent à des résultats très voisins. La nouvelle procédure a été retenue pour des raisons informatiques. En effet, il est plus facile de compter chaque occurence d'un mot absent de la liste, que d'effectuer des comparaisons entre mots absents pour déterminer s'ils dérivent ou non d'un même lemme.

TABLEAU 1

Formule de lisibilité 1977

Troisième cycle enseignement primaire

$$\text{Logit}_{10} P_{5\text{-}6} = - (0{,}127 \times \text{TTR}) - (0{,}085 \times \text{logit}_{10} \text{PPD}) - (0{,}004 \times \text{MP}) - (0{,}519 \times \text{logit}_{10} \text{AG}) + (0{,}136 \times \text{logit}_{10} \text{DEXGU}) + (0{,}188 \times \text{logit}_{10} \text{NOMCONC}) - 0{,}219$$

Validité : .89

Enseignement secondaire inférieur

$$\text{Logit}_{10} P_{8\text{-}9} = - (0{,}863 \times \text{TTR}) - (0{,}024 \times \text{logit}_{10} \text{PPD}) - (0{,}005 \times \text{MP}) - (0{,}305 \times \text{logit}_{10} \text{AG}) + (0{,}069 \times \text{logit}_{10} \text{DEXGU}) + (0{,}133 \times \text{logit}_{10} \text{NOMCONC}) + 0{,}658$$

Validité : .86

Enseignement secondaire supérieur

$$\text{Logit}_{10} P_{11\text{-}12} = - (0{,}973 \times \text{TTR}) - (0{,}021 \times \text{logit}_{10} \text{PPD}) - (0{,}003 \times \text{MP}) - (0{,}357 \times \text{logit}_{10} \text{AG}) + (0{,}026 \times \text{logit}_{10} \text{DEXGU}) + (0{,}083 \times \text{logit}_{10} \text{NOMCONC}) + 0{,}669$$

Validité : .81

LE PROGRAMME D'ORDINATEUR

Un programme d'ordinateur en PL1 a été établi ; il nécessite la consultation d'une triple liste de vocabulaire (liste de GOUGENHEIM, liste des noms concrets et liste des pronoms personnels de dialogue).

Ce programme permet le comptage du nombre de mots par phrase (chaque fin de phrase étant indiquée par un code de perforation spécial lors de la perforation du texte), du "*type token ratio*" (nombre de mots différents divisé par le nombre total de mots), ainsi que du pourcentage d'indicateurs de dialogue (points d'exclamation, guillemets ou tirets de dialogue, prénom employés seuls) repérés par des codes spéciaux.

A la sortie, le programme fournit :

- le listing du texte à analyser ;
- le nombre de mots par phrase et le nombre de syllabes par mot ;
- le score Flesch / De Landsheere ;
- la liste par ordre alphabétique des mots du texte, en indiquant pour chaque mot s'il est repris dans les listes de noms concrets, dans la liste de GOUGENHEIM et dans celle des pronoms personnels de dialogue ; les fréquences sont aussi indiquées ;

- le "type token ratio";
- le nombre d'indicateurs de dialogue;
- les scores de lisibilité prédits selon les formules de 77.

RÉSUMÉ

Les techniques de lisibilité sont moins connues dans les pays de langue française que dans les pays de langue anglaise. Poursuivant les travaux de G. De Landsheere, qui dès 1963, avait adapté la formule de Flesch, G. Henry a mis au point en 1973 plusieurs jeux de formules spécifiques de la langue française. Plusieurs de ces formules étaient conçues pour l'utilisation au moyen de l'ordinateur. Dans cet article, l'auteur présente une nouvelle version de ces formules automatisables. Cette nouvelle version comprend une nouvelle variable importante prenant en compte le degré d'abstraction des textes. Les programmes d'ordinateur permettant le calcul automatique des scores de lisibilité au départ du texte perforé sur cartes sont maintenant disponibles.

SUMMARY

A computer method for measuring the readability of French texts

Research in the field of readability is much poorer in French than in English. In 1963, G. De Landsheere used and modified the Flesch formula for the French language. In 1973, G. Henry built nine readability formulas specific of the French language. Three of them were designed for the computer use. In this paper, a new version of this formula including an important new variable (concreteness us abstractness of the passage).
Computer programs are now available which allow to compute the readability scores from the key-punched passage.

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Il a publié trois recherches dans la revue Scientia Paedagogica Experimentalis:

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BLACK STUDENTS' PERCEPTIONS OF UNIVERSITY EDUCATION: A PRELIMINARY STUDY

BY

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INTRODUCTION

The spate of American and European studies of student attitudes following the growth of student activism and campus unrest of the 60's appears both to be dying down and giving way to analyses critical of the explanatory categories used in much of this work (MEYER, 1973; SALTER, 1973; WOOD, 1974). However much the interpretations of their findings may be disputed, they seem to have identified fairly clearly major shifts in student outlook over two decades, especially in the United States. (See, for example, BOLTON (1967), HOGE (1971), JONASSEN (1972) AND LIPSET (1972)). Such clarificatory studies have yet to be carried out at Black universities in South Africa.
What this paper attempts to explore in a preliminary way is how a group of Black students in South Africa perceives the goals of university education.

As part of a wider study of first year students' academic performance at the University of Fort Hare 220 male and female students were asked to describe: "...your reasons for coming to university and what you hope for from a university education".

The sample included students from the faculties of Arts. Science and Economic Sciences. In an effort to encourage the students to be as frank as possible they were given the option of whether or not to divulge their names.

University of Fort Hare students are Black and for the most part Xhosa speaking, these students being restricted to attendance at this university in terms of the government's policy of providing separate university faculties for different ethnic groups. In describing such universities Millar (1976) has argued that the very university that is seen as providing the opportunity for personal advancement is seen, at the same time, as an instrument of political control, and further, that the perceived political function of such a university causes students to distance themselves from the institution and take a purely

instrumental view of it.

The purpose of this apper is to present some evidence on how Fort Hare students perceive their reasons for coming to university and the conceptions of university education implicit in these.

The survey took place in October 1976 following on the political unrest which focussed world attention on the Black cause. The university itself was inevitably affected both indirectly and directly. The campus itself was subjected to arson and stone-throwing and the university was closed on two occasions following rioting. It was expected, therefore, that students responses would reflect a demension of political awareness.

METHOD

This study relied entirely on the analysis of short essays written by the students in response to the open-ended questions quoted above. This was judged more appropriate for an essentially exploratory study than a questionnaire with predetermined response categories. A preliminary content analyse was undertaken. Reasons for coming to university were noted and the frequencies tallied. Where reasons appeared very similar they were combined. Table 1 lists the major reasons reported and the percentage of students subscribing to them.

A crude tally of this kind does not, however, reveal what is perhaps most important about these responses: how they cluster around various value positions and what consistent linkages occur in the minds of the students. To provide for a more comprehensive analysis of the values expressed as the students revealed their reasons for coming to university, it was decided to use ROSENBERG's (1957) Scale of Occupational Values consisting of four major value categories with slightly modified criteria for inclusion.

	VALUE	CRITERIA
1.	REWARD VALUES	Opportunity to gain knowledge and professional skills and so enhance ones employment prospects. Opportunity to make sufficient money and to achieve financial security and higher standards of living. Opportunity to enhance status.
2.	PEOPLE CENTRED VALUES	Opportunity to be helpful to people. Opportunity to make a contribution towards the upliftment of society.
3.	AUTONOMY VALUES	Opportunity to be free from supervision. Opportunity to exercise leadership.

4.	SELF-EXPRESSIVE VALUES	Opportunity to use special abilities and aptitudes. Opportunity to be creative and original. Opportunity to meet and mix with a variety of people and to encounter differing values, life-styles and philosophies. Opportunity to be educated in the broadest sense and to develop an intrinsic interest in a subject.

The students' responses were classified according to the above criteria. It was inevitable that very few students fitted precisely into one value area only since in any unstructured statement interrelations are likely to occur. The patterns of responses were coded and percentage of interest recorded. (Table 2).

DESCRIPTION OF TABLE 2

The Reward Values position dominates the responses with 78,6 % of students subscribing to it in one cluster or another. This is closely followed by the People-Centred Values position cluster to which 73,6 % of students' responses can be ascribed. The interest between these two positions (35,5 %) confirms the strength of these two value positions. Autonomy Values and Self-Expressive Values are accorded relatively minor importance, the largest component in each being the two major value clusters.

DISCUSSION

The students' responses reveal a utilitarian conception of the university and of knowledge. For the student a university education will provide professional skills which will enhance his job prospects and which will bring financial rewards and security and a concomitant higher standard of living.
The university, therefore, can make or mark the student's future prospects. The student is aware of the realities of the labour market and of the consequences of failure for himself in the wider South African context where the qualified and educated Black man is accorded a respect and employment security denied his less educated compatriots.

The following extracts from the student replies will serve to highlight this awareness and help to illuminate the many threads that form part of this emphasis on reward values.

"My reasons for coming to the university is that in our Black society most of us are uneducated and as a result they cannot earn a better living because

nowadays it seems that if a person is of a lower standard he is not being paid the amount equal to his labour. ...his ignorance is being exploited ... ...If I am educated I can go back to my people and give them a light of such things so that in turn can speak for themselves to those who have employed them..." B. Comm., Male.

This reflets an acute awareness of the insecurity faced by the black worker as well as the desire to encourage his people to shake off exploitation. It reflects, too, what this students believes to be the causes of the low living standards experienced by black people in general, the difficulties of finding employment and the importance of education. The belief that education will "solve" such problems is particularly evident in the following extracts:

"Getting a bachelor's degree in any field is a prestigious achievement in the society. It leads to a well paid job, comfortable life and security and of course the status that goes with it". B.Sc. Male.

"I have seen that education is playing an important role to maintain the standards they (whites) have achieved". B. Comm., Male.

The assumption that professional 'white colar' work is easy is also clearly expressed:

"As I have worked at factories during vacations ... I was terrified by the amount of work which is expected of a labourer in industry. My intention is to have a profession which will guard against my being jobless." B.A., Male.

"People who are not qualified or educated are in great difficulty because of the tremendous scarcity of jobs. As a result you find them doing the dirtiest jobs ...

... The reasons for such a condition are plenty, but most important of all is the fact that we live in the world of competition and conflict. So everybody tends to seek for a way to outdo his competitors and obtain the best position in whatever work he is doing. The only way of reaching this kind of position is through education." B.A., Female.

"I don't want to burden myself with heavy and dirty work which I would get as a result of my little education." B.A., Female.

The high status of the educated person in society is widely reflected in the students' responses. The following extract is probably more explicit than most but it does reflect a widely held view:

"...I do want the gown as it is identical of a learned person. It gives dignity to one and one is respected. If one has attended or has university education

he is usually respected and priviledged so I would like to be among those priviledged; they received promotions in their fields so I do wish to be like those." B.A., Female.

Vocabularies of motive are suffused with economic competitiveness, the urge for security and upward mobility. In fact this orientation of the non-arrived fits well a deprived working class model, where "workers" are involved in a "struggle" for a share in the good things of a wider society. There is, however, a wider dimension to this concern with mobility and status: that of family and group responsibility.

One aspect of African society and culture is the importance of supporting less fortunate members of the family. This is not limited to the immediate family but extends to more distant relatives. It is not surprising, therefore, to find this duty emerging strongly from the responses. The previous extracts reveal this group responsibility and in the following it is particularly clear:

"...without education you are sunk. Having completed my degree, if there some funds to carry me up, I will continued thus raising the nation. If there is none more funds any more, what I would have deserved, I will find a suitable job in order to promote my younger brothers and sisters to go further than where I stopped." B.Sc., Male.

The following extract also reflets this group responsibility and community ethic of many students:

"So as not to suffer like the uneducated ones suffer and wanting to be of help to my people I decided to come to university. I am the first borne at home, so it could be that my coming here will encourage my brothers and sisters also to come up to this level. It was taught that education is the first step to life. Our principal always told us: 'Education is your key children. Without it life would be a series of day to day activities without achievement'. He told us a woman being the heart of the household must have education and not depend on the husband too much."

The evidence, then, seems to suggest that the reward motive is very powerful, revealing itself in a utilitarian conception of university education. The equation that education = a good job = financial security = status clearly emerges. But it is important to note that this is not seen purely in individualistic terms but in terms, too of group responsibility, it self related to individual education success, in the face of social and economic hardship.

A second issue to consider given the nature of South African society is whether these conceptions of reasons for coming to university are change orientated or conservative. Insofar as it is expected that education will provide a change in the lot of the individual man and insofar as such change is related to the process of Black social and economic uplift in the face of poverty and

exploitation the replies certainly reveal on orientation to change. But do the responses reflect a specifically political orientation - some stance, for example, towards the structure and control of South African society that reveals any degree of radicalism?

Given the current political situation in South Africa and the widespread unrest and student protest that led to the temporary closure of Black universities there was a case for expecting answers to a question about the purposes of university education to reveal some radical social criticism or some sense of preparation for social change. Only one of 220 students reflected something of this expection.

Why should this be so? At this stage speculations can only be speculative. The simplest conclusion consistent with this limited and indirect evidence is that change is seen by this group of students in essentially conservative terms: they do not see themselves as commited to changing the structure of their society in any radical way, but they are committed to sharing more fully in it. This position may be one of retreat from an earlier more radical one in that coming to a government controlled university might itself involve a form of political capitulation, a conservative response of what might be seen as a "sponsored elite" in TURNER's terms (TURNER, 1961) or this position may characterise a student first-year group not yet socialized into a more radical stance.

Such an interpretation, however, in addition to going beyond present data is not likely to reflect either the complexity or the possible inconsistencies of Black students' attitudes to education and the social order. It is possible, for example, that Black students while strongly favouring radical social change may see the skill and expertise offered by the university as politically neutral, their academic subjects in some sense sacrosanct and universal, enabling them to take their elite places within any new order through the exercise of their professionalism. It is possible, too, that education and politics may, for these students, belong to distinct categories of thought, at least at the level of everyday awareness and in the context of personal ambition. In this case, one would not expect an inquiry into students' reason for coming to university to reveal any commitment to changing the structure of society.

CONCLUSION

The evidence suggests that what these students hope for from a university education is typical of most British, American or Australian students: professional skills, financial security and upwards mobility. And this concern

with the rewards of a university education coexists with a concern for the family and group responsibilities such rewards bring. How these concerns relate to the students understandings of an commitments to political change can only be speculated upon in the absence of any directly relevant research.

TABLE I

REASON	% STUDENTS INDENTIFYING THIS REASON
1. Gaining knowledge / Acquiring Professional skill / gaining a degree	86 %
2. Welfare of mankind / Upliftn[illegible] of fellowmen	74 %
3. Better employment prospects / higher standard of living / security	73 %
4. Financial Rewards / finanicial security	71 %
5. Status	71 %
6. Parental Pressure / Aspiration, teacher pressure	56 %
7. Intrinsic Interest in subject / higher academic g[illegible] / to be educated in the broadest sense	35 %
8. Opportunity for wider social intercourse	34 %
9. Opportunity to exercise leadership / to be free from supervision	29 %

TABLE II

Students' value clusters and intersects

1. *Reward Values*

	N	% of Sample (N = 220)
1	24	9.5 %
1 2	78	35.5 %
1 3	6	2.7 %
1 4	6	2.7 %
1 2 3	37	16.8 %
1 2 4	5	2.3 %
1 3 4	15	6.8 %
1 2 3 4	0	0
Total	171	78.6 %

2. *People Centred Values*						
2					6	2.7 %
2	1				78	35.5 %
2	3				12	5.5 %
2	3				12	5.5 %
2	4				11	5.0 %
2	1	3			37	16.8 %
2	1	4			5	2.3 %
2	3	4			13	5.9 %
2	3	4	1		0	0
Total					*162*	73.6 %
3. *Autonomy Values*						
3					4	1.8 %
3	1				6	2.7 %
3	2				12	5.5 %
3	4				0	0
3	1	2			37	16.8 %
3	1	4			15	6.8 %
3	2	4			13	5.9 %
3	4	2	1		0	0
Total					87	39.5 %
4 *Self Expressive Values*						
					N	*% of Sample (N = 220)*
4					3	1.3 %
4	1				6	2.7 %
4	2				11	5.0 %
4	3				0	0
4	1	2			5	2.3 %
4	1	3			15	6.8 %
4	2	3			13	5.9 %
4	3	2	1		0	0
Total					53	24.0 %

represents : intersect

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SUMMARY

This paper attempts to explore how a group of black South African university students perceives the goals of their education within an ethnically segregated university. The study relied on the analysis of short essays written by a sample of first year students in reply to the request to describe their reasons for coming to university and what they hoped for from such an education.

The major issue the authors wished to probe was the degree of political awareness on a campus subject itself to riot and unrest following the Soweto riots of June 1976. It was felt that any attempt to probe this dimension more directly would not yield realistic replies; we being white members of staff and thereby identified with the ruling regime.

The student responses whilst revealing an utilitarian conception of a university education and of knowledge also reflected the implicit contradictions of their compromise with the political system of Apartheid. More particularly they revealed an acute awareness of what they see as necessary for success in a capitalistic society, the acute awareness of what is for many job insecurity, as well as the assumption that a degree will provide a highly paid job and status within the community. Vocabularies of motive are suffused with economic competitiveness, the urge for security and upward mobility. Given the fear of repercussions which stofles open criticism of Apartheid, the authors could only speculate as to whether these conceptions of reasons for coming to university are change orientated or conservative.

RÉSUMÉ

Perception de l'éducation universitaire par des étudiants noirs : étude préliminaire.

Cette étude s'efforce de montrer ce qu'un groupe d'étudiants noirs d'Afrique du

Sud attendent de leur éducation dans le cadre d'une université créée selon un principe de ségrégation ethnique.

Elle se base sur une analyse de courts essais rédigés par un échantillon d'étudiants de première année en réponse à la demande qui leur à été faite de décrire leurs raisons d'entrer à l'université et d'exprimer ce qu'ils en attendent.

L'aspect le plus important que les auteurs désiraient examiner était le degré de conscience politique d'étudiants d'un campus sujet à des manifestations et au malaise après les émeutes de Soweto en juin 1976.

Il fut entendu que toute tentative d'aborder cette question de manière plus directe ne permettrait pas d'obtenir de réponse réaliste étant donné notre position d'enseignants blancs et par conséquent assimilés au pouvoir.

Les réponses des étudiants tout en révélant une conception utilitaire de l'éducation universitaire et de la culture ont également reflété des contradictions rendues implicités par leur compromis avec le système politique de l'Apartheid.

Plus particulièrement, elles ont reflété une conscience aigue de ce qui leur paraissait nécessaire pour réussir dans une société capitaliste, la très grande insécurité du travailleur noir sudafricain ainsi que la supposition qu'un diplôme universitaire peut procurer un emploi très bien rémunéré et un certain status dans la communauté.

Les termes employés par les étudiants pour exprimer leurs motifs ont dénoté un esprit de compétition économique, un désir de sécurité et d'ascension sociale.

Etant donné la crainte de représailles qui réprime toute critique faite ouvertement de l'Apartheid, les auteurs ne peuvent que spéculer si les raisons données d'entrer à l'université vont vers le changement ou restent conservatives.

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RÉALITÉ DE LA RÉALISATION DE LA PERSONNALITÉ PAR L'ÉDUCATION

par

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A quel niveau de réalité concrète correspond le thème proposé au 7 ème Congrès " Réalisation de la Personnalité par l'Education " ? Telle est la question que l'on a voulu se poser dans une région limitée (Banlieue Nord de Paris) où une jeune Université côtoie de nombreux problèmes éducationnels dans des populations ouvrières, migrantes, cosmopolites.

Par réalité concrète nous entendons ce qu'effectivement les éducateurs (parents et pédagogues) tendent à réaliser plus ou moins consciemment, plus ou moins activement pour le développement de la personnalité de l'enfant et l'adolescent, et, ceci quelle que soit leur connaissance intuitive, globale ou différenciée du concept de personnalité.

De plus, cette réalité concrète nous voulons l'évaluer par les témoignages et les constats de ceux qui sont eux-mêmes éduqués et en processus de personnalisation (enfants-adolescents-étudiants).

C'est donc dans deux perspectives (complémentaires), celle des éducateurs (parents et pédagogues) et celle des " éduqués " (enfants, adolescents, et étudiants) qu'il nous a semblé pertinent d'aborder la réalité concrète de la formation personnelle par l'éducation.

C'est dire que l'étude ne se préoccupe pas d'analyser les processus en jeu, ni par l'observation longitudinale prospective ou anamnestique de cerner ou d'évaluer les facteurs actifs de ces processus. L'étude n'a pas non plus pour objet de partir des réalisations pédagogiques, d'en faire la critique, et de proposer des " modèles " éducatifs plus satisfaisants.

L'étude vise modestement les constats des opinions, des attentes, ou des prises de conscience sur ce thème du Congrès, de la part de practiciens de l'Education et de sujets en situation éducative.

(Quoique le travail présenté ici ne soit basé que sur un nombre réduit, et non représentatif, de sujets, même s'il n'est que le résultat d'un sondage, cela ne diminue en rien sa valeur indicative auprès des enseignants et de enseignés de la Région de Paris-Nord.

1. Problématiques

1.1. Malgré les flous, dysharmonies et discordances qui existent dans les conceptions et définitions de la personnalité, il n'en reste pas moins vrai que le langage pédagogique utilise largement cette acception; le terme de personnalité est d'emploi courant mais on peut se demander s'il est representé comme un finalité de l'action éducative, si c'est un observable que les éducateurs côtoient, pressentent ou maîtrisent dans la progression éducative qu'ils tendent à instaurer; ou bien si cette variable leur échappe soit pour des raisons diverses (sociologique, psychologique, idéologique ou politique), soit, aussi nécessairement ?

Ce problème sera abordé en 3.1., d'après des constats, sous le titre "La personnalisation dans les objectifs pédagogiques".

1.2. Mais encore il s'agit de s'interroger sur les modes, les manières mêmes éducatives employées pour développer la personnalité de l'enfant et de l'adolescent. L'éducation (dans la réalité, d'après les constats) use-t-elle d'actions spécifiques, particulières ou/et d'actions globales, diffuses dans l'ensemble des activités proposées ? Dans un cas la réalisation de la personnalité par l'éducation est effective selon des méthodes spéciales qu'il s'agirait d'affiner, d'étudier et d'apprendre; dans d'autres cas la personnalisation est comme une résultante de l'ensemble des activités ou des influences de l'environnement scolaire proprement dit ou extra scolaire, résultante où sans doute l'activité du sujet lui-même est un facteur opérant : résultante non point passive nécessairement mais où les actes d'appropriation du sujet interviennent.

Cette étude de l'économie relationnelle du sujet éduqué et du sujet éducateur ou de l'environnement sera abordée en 3.2.

1.3. Bien entendu, le processus de personnalisation est largement entamé alors que l'enfant devient élève, alors que l'institution scolaire éducative s'ajoute à l'institution familiale. Sans entamer la question importante des rapports optimum nécessaires (peut-être) entre ces deux milieux de vie et de personnalisation, on peut rechercher si certains types de personnalité d'enfants ne vont pas être d'avantage adaptables, adaptés et renforcés que d'autres qui, eux, peuvent être perturbés ou non favorablement stimulés...
Cela pose le problème de la finalité personnalisante de l'éducateur, finalité plus ou moins latente, incertaine ou claire, ou explicite ou active; finalité qui n'est pas indépendante du propre idéal de la personne même du pédagogue, de sa propre éducation de base et des effets personnalisants de cette éducation (le moi-enfant du pédagogue).

Cette question de la différenciation sélective des personnalisations par le milieu éducatif fera l'objet du point 3.3.

1.4. Il nous paraît indispensable d'insister sur le rôle de l'éducateur dans le processus de personnalisation. Rôle au moins double car organisateur du milieu éducatif et aussi image privilègiée (positivement ou négativement), image modèle (du fait des exigences et des normes, mais aussi par présence), image-médiateur sans doute à tous les mécanismes d'imitation, d'empreinte, identification, pour lesquels il peut jouer un rôle de réalisateur (réaliser au sens éthologique).

Quels constats relevons nous parmi les practiciens eux-mêmes et les enfants quant au rôle ou à la typologie du pédagogue efficace? (Chap. 3.4.)

1.5. Ceci conduit au problème qui ne peut pas ne pas entrer dans le cadre d'une telle étude: quelle formation pédagogique l'éducateur devrait avoir (ou pas) afin de favoriser les processus de personnalisation chez l'enfant et l'adolescent?

Devrait-elle, cette formation, inciter ou induire, souligner ou renforcer des traits de personnalité correspondant à un profil à priori "moyen", normal, de l'éducateur? ou bien cette formation dégagerait plutôt chez un sujet l'affirmation de sa propre personnalité, non liée et non normalisée à un profil de normes plus ou moins explicites?

Sous le titre la Formation des Maîtres, quelques constats seront formulés. (Chap. 3.5.)

2. Méthode d'étude

2.1. On a utilisé la méthode d'entretiens individuels ayant pour support un questionnaire écrit et la méthode du questionnaire écrit déposé auprès des enseignants et parents.

Questions-bases utilisées dans tous les groupes:

I. Quels sont *les objectifs les plus importants* à l'Ecole vis à vis des enfants qui lui sont confiés?

II. Quelles méthodes sont le plus souvent employées?

III. Pensez-vous que la personnalité du maître joue un rôle *essentiel* dans l'action éducative qu'il mène? Comment cela?

IV. La personnalité de l'élève dépend de quelles conditions pour son développement?

V. Constatez-vous divers types de personnalités chez les élèves? Si oui, lesquels?

VI. Quelles personnalité d'élèves *s'adaptent le mieux* au milieu scolaire? et pourquoi?

VII. Le Maître a-t-il une *action sur le développement de la personnalité* d'élèves? Dans quels cas? Comment? Y a-t-il *des méthodes particulières*?

VIII. Pensez-vous qu'il existe des périodes sensibles pour le développement de

la personnalité de l'enfant ? Si oui, lesquelles ?

IX. La formation pédagogique que vous avez reçue vous permet-elle d'inscrire votre action éducative *sur le plan de la personnalité des elèves ?* Pourquoi ?

Selon vous, pour atteindre cet objectif, quelle formation faudrait-il concevoir ? Quelle *structure scolaire* faudrait-il envisager ?

X. Quelles sont, à votre avis, les *composantes* de la personnalité ?

Définissez la personnalité

Suggestions, impressions libres et critiques sur forme et contenu du questionnaire...

2.2. Les groupes interviewés sont au nombre de 4. Les 2 critères de détermination des groupes sont, d'une part, la fonction éducatrice et d'autre part le niveau de réflexion sur les faits de l'éducation.

Fonction éducatrice : déterminante de *deux ensembles*, les adultes responsables d'éducation et les sujets en cours de formation.

Niveau de réflexion sur l'éducation : déterminant *deux ensembles* ceux qui sont portés à l'études ou à la professionnalisation de l'Education, ceux qui n'ont pas (ou peu) de formation.

A l'intersection de ces 2 ensembles, quatre groupes ont été déterminés et interviewés :

G1 Groupe enseignants-éducateurs.
G2 groupe parents
G3 groupe étudiants
G4 groupe enfants-adolescents.

	niveau de formation et réflexion implicite	explicite
	PARENTS n = 12	ENSEIGNANTS n = 15
fonction éducative	Grpe ENFANTS et ADOLESCENTS n = (21)	grpe ETUDIANTS n = (20)

Les tailles des groupes sont les réponses effectivement obtenues et traitée dans l'étude

2.3. Les contenus des questions ont fait l'objet d'une discussion théorique dans une Unité de valeur d'enseignements portant sur la relation pédagogique et la formation des enseignants.

Les résultats ont été dépouillés par des analyses de contenus.

3. Analyse de contenus des réponses et entretiens

Dans cette partie seront exprimés les constats relevés dans chacune des catégories de sujets interviewés; sur les cinq problèmes envisagés[1] on essaiera de marquer la caractéristique des réponses de chaque groupe, puis de faire une synthèse de l'ensemble, pour bien marquer les tendances évolutives et aussi les contradictions. Des hypothèses interprétatives essaieront enfin, en conclusion, d'expliquer la différentialité des constats.

3.1. La Personnalisation dans les objectifs éducatifs

Dans les quatre groupes interviewés on constate que l'objectif de la personnalisation n'échappe pas, est réel. Il s'affirme quelquefois sous la dénomination " former ", " faire se réaliser ", " respecter " la personnalité de chacun; mais le plus souvent les propos tendent à préciser les contenus ou les aspects de cette personnalisation en rapport avec l'éducation : " autonomie ", " valeur personnelles et valeur de vie ", " libre choix ", " esprit critique ", " développement culturel " ...etc...

Cependant, les réponses des quatre groupes sont loin d'être homogènes comme l'exprime les tableaux suivants qui relèvent des expressions brutes caractéristique de chacun.

3.1.1. Enseignants

- L'objectif de l'école est de reproduire la société actuelle, modeler l'enfant.
- Adapter au milieu des adultes, en assurant le maximum de développement personnel.
- insérer dans le monde social; l'école se devrait de cultiver l'esprit et le coeur.

Trois tendances assez bien partagés dans l'ensemble des réponses :

a) la socialisation aliénante de la personnalité est affirmée vigoureusement. La dominance de classes exigeant une norme de personnalité soumise et force de travail exploitée, coupe les sujets de leurs possibilités d'expressions élaborées par une éducation possible et libre.

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[1] Cf. Problématiques p. 70.

b) solution médiane : il est possible de développer un maximum des capacités personnelles s'intégrant au milieu socio-professionnel
c) solution de regret : nécessité d'adapter coûte que coûte quoiqu'il faudrait aussi développer la personnalité.
Chez les pédagogues professionnels on obtient donc une graduation assez tempérée (équivalente dans ces niveaux) entre l'expression d'une absence de personnalisation et la nécessité de cet état de fait.

3.1.2. Parents

Quelques types de réponses brutes, quant aux objectifs de l'éducation :
- réaliser l'autonomie, l'épanouissement et développer le jugement et le sens critique.
- donner l'instruction, le maximum de chances pour le choix du métier.
- reproduit les inégalités; prépare à l'exploitation de la force du travail et à créer des élites.

Trois tendance observées inégalement réparties : La première et la troisième que l'on peut dénommer personnalisante et contestataire sont moins accentuées que la seconde : " donner l'instruction... ", tendance pragmatiste. Autrement dit, surtout les parents attendent de l'acte pédagogique une efficacité surtout pragmatique, la plus efficace possible en vue de l'adaptation socio-professionnelle. A côté de cette tendance centrale, ou bien l'on réclame une personnalisation réelle ou bien l'on dénonce la perpétuation d'un état sociale, statistique, qui détruit les personnalités.

3.1.3. Etudiants

Ce qui frappe c'est l'immense majorité des accords sur le fait que l'éducation scolaire prépare et force à l'intégration sociale, avec perpétuation conséquente des structures inégalitaires de la société. Cette insertion réclame le modelage, le forcing des personnalités variées, riches, qui ne sont pas développées ou développées en fonction de normes et codes. " Ecole conçue en vue de l'adulte; ne peut convenir à l'enfant ". A ce bilan négatif quant à une fonction personnalisante de l'Education scolaire s'ajoute (presque dans chacune des réponses la constat de ce qui pourrait être : développement, déconditionnement, sensibilité, égalisation, culturation, savoir faire et savoir être.

En d'autres termes le groupe étudiants semble affirmer une finalité éducationnelle inverse de celle (pragmatique ou aliénante) qu'ils constatent, qu'ils ont vécue ou vivent :
celle du développement personnel conçue non antithétique de l'adaptation sociale bien au contraire : finalité propre aux transformations sociales. Cette tendance est très générale (dans le groupe observé)

3.1.4. Eleves

Les expressions sont les suivantes :

a) - L'Education instruit, informe en vue d'apprendre un métier, " se défendre dans la vie ", (type de réponse caractéristique chez l'enfant de dix ans),

b) Développement de la personnalité, se cultiver, apprendre à penser, à connaître, à juger, à prendre conscience; développer la pensée et l'esprit critique.

Telle est la tendance culturisante nettement observable chez l'adolescent, qui semble oublier presque (dans ses réponses) les exigences scolaires, familiales et la problèmatique des examens et de l'insertion socio - professionnelle. " Permettre la réflexion et développer la sensibilité ".[1]

3.1.5. Vue d'ensemble

Une dichotomie assez nette s'instaure entre les attentes ou constats des adultes (praticiens et parents) et des " éduqués " (adolescents et étudiants). Les quelques enfants qui ont répondu expriment l'importance du métier adaptateur, d'accord sans doute avec la majorité des parents.

Mais des chevauchements s'observent; beaucoup de parents et d'enseignants dénoncent (avec le étudiants) les dommages faits à la personnalité (ignorée) dans le système éducatif. Les adolescents irréalisent davantage leurs status en en prenant pas totalemant (comme étudiants, minorité d'enseignants et de parents) conscience du hiatus entre éducation et personnalisation.

3.2. Méthodes éducatives employées

Le tableau comporte les qualificatifs de la méthode éducative désignés par chacun des groupes (on n'a relevé ici que les plus caractéristiques) (Cf. page suivante).

Mis à part quelques rares constats satisfaisants des méthodes éducatives employées, apparait clairement d'après ces tableaux la grande misère de la méthodologie éducative.

Autoritarisme, impositions, compétition, sélectivité, amotivation, intellectualisation, abstraction semblent caractériser d'un accord assez général entre éducateurs et éduqués les méthodes employées.

De plus, ces réponses se présentent sous le sens même de la passivité, de la résignation; comme si chacun des acteurs de la vie éducative subissait un état de fait immuable, nécessaire, destinal - qu'il y ait accord entre les quatre groupes cela ne fait pas de doute à des nuances et accentuations près (cf le terrible réquisitoire fait aux méthodes par les étudiants qui, eux pourtant, ont réussi leurs scolarités de base).

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1 Toutes les assertions entre guillemets sont des réponses brutes, les plus significatives.

TABLEAU 1. *Tableau des méthodes éducatives.*

ETUDIANTS	PARENTS	ELEVES	ENSEIGNANTS
Traditionnelles	niveler l'ensemble	méthode éveil, discussion	formel
celui qui sait	découverte -	concrétiser	mémorisé
parler-écouter	application	expliquer exemples clairs	centré sur matière
magistrale	effort de mémoire	sélection piège et masse	négligeant le vécu
imposée	raisonnement	plus expressives et plus	livres de pédagogie
pénalisation	assez directive car pas	décontractées	transmission-instruction
didactique-formel	pas formés	audiovisuelle	action
autoritaire	directive	par coeur	passivité
pas d'adaptation	rigidité et souplesse	programme sans choix	livresques-débats
rébarbatif	confuses, on ne sait plus	participation bidon	qu'importe la méthode !
indésirable	sélective	mémoire et logique	l'attitude est prioritaire
bourrage	trop disciplinaire	contrainte - verité	motivation-intérêt
course à note	pas de contradiction	devoirs, leçons	audio-visuel
peur enseignants	choses authentiques		humeur de l'enseignant
vénération enseignants	méthode naturelle		magistrate
directive			autodiscipline
pas de prise en charge			prise en charge du groupe
transmission savoir			fausse non-directivité
compétition			autoritarisme
pédagogie de masse			travaux en groupe en hausse
pas ou peu d'actions			
priorité à l'abstrait			
rebâchage			
exercices de mémoire			
séductrice			
bâton carotte			
imposition de valeurs			
contre-créativité			
sélection-cadrage			

Mais, dans tout cela, où se trouve le développement de la personnalité ? D'abord, il est exclu de concevoir des méthodes spécifiques à ce développement; ensuite, il est clair que la méthode autoritaire ou de dominance rend prioritaires une norme de conduite, des résultats fixés et normalisés, les rôles d'enseigneurs provoquant des attitudes passives, stéréotypées.

A lire ces réponses, on ne perçoit pas comment la personnalité de l'enfant et de l'adolescent va s'investir dans le processus scolaire sans dommage et sans risque. Cela ne provient pas de la personnalité des pédagogues qui, eux aussi, dénoncent la méthodologie éducative; il ne fait aucun doute que le système éducateurs-éduqués semble bloqué par l'influence d'autres variables.

3.3. Sélectivité et personnalisation[1]

Rappelons que le problème posé ici consiste à rechercher quelles personnalités s'adaptent le mieux (et derechef sont renforcées et sélectionnées) dans les milieux d'éducation

3.3.1. Constats d'enseignants

Tous constatent les différences des personnalités de leurs élèves et, sans prendre les terminologies psychologiques désignent au moins trois grands types :
- disciplinés, acceptant lois et contraintes
- expansifs, indociles
- désintéressés ou indifférents.

D'autre part les réponses des enseignants attestent de deux formes dans l'adaptation scolaire pour lesquelles de processus de personnalisation jouent d'une manière assez indépandante :
- L'adaptabilité aux apprentissages, à la classe dirigée.
- L'adaptabilité du groupe d'enfants ou d'adolescents.

Autrement dit, pour eux, le milieu d'éducation n'est pas formatif seulement dans les actes pédagogiques mais il prend une dimension complémentaire ou d'apposition dans les relations horizontales de l'insertion et de la vie groupale.

Mais des constats plus différentiels sont affirmés :
a) Personnalisation possible dans la mesure où elle est en accord avec attentes et demandes des éducateurs.
b) Renforcement scolaire des personnalisations par le fait des réussites et des adaptations dues en grande part aux milieux d'origine familiale : équilibrés et socialement favorisés.
c) traits de caractère favorables : docilité-soumission; acceptation de la rigueur et sanction.

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1 cf. problématiques 1.3. (p. 70).

d) dépassement de l'égocentrisme et sociabilité de groupe prononcée avec traits de coopération.

Ainsi, les éducateurs perçoivent-ils nettement cette différentialité des capacités personnelles et d'un plus-être dans le milieu scolaire avec leurs conditions basales dont ils n'ont guère le pouvoir de transformer.

3.3.2. Constats - parents

Caractéristiquement par rapport aux constats des enseignants, les parents attirent l'attention de la personnalité équilibrée et dynamique de l'enfant; et ceci dû - c'est très important - aux apprentissages relationnels avec les parents eux-mêmes, dans le milieu familial. Une des premières conditions d'adaptabilité scolaire est donc, pour les parents, la non-adaptabilité et le non-déséquilibre familial. (Réponse la plus fréquente).

Puis vient la notion de personnalité docile et travailleuse; ce point est plus proche de la position des enseignants (interrogés). Ces traits de dynamisme, de performance, d'éveil de receptivité-activité sont connotés.

Enfin, l'attitude elle-même des parents à l'égard du milieu scolaire joue un rôle dans les registres des conduites plus ou moins actives des enfants; il ne s'agit pas d'un trait de personnalité mais d'une plus grande disponibilité, d'une expectative positive.

3.3.3. Constats d'étudiants

Trois constats nettement affirmés et assez bien distribués dans l'ensemble du groupe, en ce qui concerne les types de personnalité d'enfants s'adaptant le mieux au milieu scolaire et s'y renforçant.

a) Type d'enfants sans réelle personnalité, se comportant avec soumission, acceptation, résignation, même; sujets déjà contraints dans le milieu familial et présentant longtemps des attitudes de dépendance.

b) Type d'enfants stables et coopératifs, actifs dans le groupe, et d'enfants venant de milieux socio-économiques aisés, s'affirmant dans une réussite scolaire, souvent stimulé et soutenus par la famille.

On retrouve ici les idées-clés des réponses des étudiants affirmant, lors des objectifs, l'importance de la structure sociale dans le processus de réalisation de la personnalité.

3.3.4. Constats d'élèves (enfants et adolescents)

Sans doute parce que le questionnement sur les types de personnalité correspond à une réalité, à leurs propres questions, vécues journellement, la variété des réponses est plus grande chez les élèves que dans les trois autres groupes. On relèves les traits très divers, parfois opposés, qui signent des personnalités adaptées et se constituant aussi dans le milieu (toutes les réponses sont fréquentes, très indicatives):

a) Enfants sérieux, s'investissant dans un travail normatif.

b) Enfants disciplinés, préparés et soutenus par famille.
c) Enfants passifs, sans expression ou conduite de remise en cause
d) Enfants indifférents ne posant pas trop de questions.
e) Enfants ouverts, riches d'idées et d'expression en classe comme dans le groupe social, coopératif, sûrs d'eux-mêmes.
f) Enfants dociles, ne réagissant pas négativement à l'enseignant ou bien plaisant à l'éducateur.

Les problèmes de la dépendance, de l'ouverture par des expressions acquises dans leur milieu familial, de la considération de l'éducateur, de la discipline sont posés par les élèves eux-mêmes.

Sur l'ensemble des réponses des quatres groupes, une simple remarque nous paraît significative : la personnalité de l'enfant trouve dans le milieu éducatif un obstacle, organe-obstacle, celui représenté par l'éducateur et ses exigences; face à ce nouveau mode relationnel, le milieu d'origine (avec ses langages et son statut) joue un rôle de base actif ou de soutien; de plus, la personnalité du maître présente un degré d'acceptation de l'expression de chacun favorisant tel ou tel mode relationnel (d'ensemble) ou telle ou telle personnalisation plus favorable (''qui plaît'' ''surtout ne pas réagir contre le professeur'')

3.4. Effets de la propre personnalité du pédagogue[1]

Selon les quatre groupes, à quatre points de vue, il s'agit de connaître dans quelle mesure la personnalité du pédagogue a un effet privilégié ou fondamental ou bien relativement secondaire sur les processus de personnalisation.

Or ce qui frappe sur l'*ensemble* des réponses c'est bien le rôle fondamental dévolu à la personne de l'éducateur dans cette ''réalisation de la personnalité par l'Education''.

Certes les quatre points de vue divergent dans les modalités d'action personnalisante mais le constat demeure général : la personnalité du pédagogue joue un rôle essentiel dans les processus d'évolution personnelle des enfants et adolescents.

3.4.1. Pour les enseignants :

a) d'une manière indirecte, *latente*, conditionnant d'une manière *plus ou moins consciente*, les manières d'être, les valeurs, les habitudes et les attitudes du groupe ou de quelques sujets - serait-ce que par le choix de thèmes et son mode d'organisation du milieu.
b) selon ses propres attentes (ce qu'il est, ce qu'il espère) se cristallise une structure de vie active. Ces phénomènes ne sont pas complètement maîtrisés

1. Cf. problématique 1.4 (p. 71).

consciemment par le pédagogue, sa personnalité profonde y est variable.
c) le pédagogue est investi, malgré lui, d'un rôle prioritaire, de soutien-sécurité, de modèle et d'exemple.
Le transfert apparaît le plus souvent positif (comme dans le cas des parents) et en ce sens sa responsabilité est liée à sa fonction - (de là, l'importance de sa prise de conscience en tant que pédagogue et de l'estimable formation réelle aux relations pédagogiques)
d) Mais les enseignants dénoncent, réprouvent les conditions contrôlées qui leur sont faites et qui empêchent le rôle majeur qui leur est en fait demandé par les élèves - (contraintes inhibitrices d'une véritable action éducative)
e) Il n'existe pas de méthodes spécifiques; l'influence est diffuse de par les attitudes profondes et manifestes.

3.4.2. Selon les parents

Très caractéristiquement, les réponses des parents, sur ce point relatif à l'action personnalisante de la personnalité du pédagogue, sont brèves, réservées, restrictives; presque toutes les réponses se réfèrent à la famille d'abord.
a) les actions formatives s'exercent car déjà amorcées par la famille
b) cela dépend autant des enfants qui se mettent à aimer et à admirer le pédagogue.
c) importance de l'action de la personnalité à relativiser par rapport aux multiples influences : famille fondamentale, vie sociale extérieure, mass média...

C'est donc que le rôle formateur n'est pas à privilégier par rapport à d'autres facteurs (dont la famille basale)[1]

3.4.3. Réponses des étudiants

C'est ce groupe, qui, unanimement et avec un développement réflexif et analytique pertinent proclame l'importance, l'essentialité des personnalités des éducateurs dans les processus de développement de la personne enfant et adolescent.
Ce qui est affirmé est varié différencié (s'opposant aux prises de position monolithiques constatées lors des objectifs et finalités de l'école).
a) influence comparable et procédant des mêmes mécanismes que celles des parents.
b) rôle de personnalité profonde du maître (ce qu'il est, non pas seulement ce qu'il fait).
c) attitudes personnelles du pédagogue jouant immédiatement sur la mise au travail, sur les apprentissages et acquis; puis, à long terme sur l'autonomie et

1 Il n'est pas de notre propos d'analyser les significations profondes des constats et réponses; ni celles des enseignants, des parents ou des étudiants qui satisfont sans doute les statuts de chacun.

l'adaptation sociale - scolarité et sociabilité réelle sont liées comme lors des constats sur les finalités (cf 3.1.3.)

d) c'est la capacité de la personne du pédagogue, à sa propre disponibilité, à sa lucidité d'intervention, à son pouvoir (attendu) distribué à bon escient, en toute conscience - c'est cette capacité, non liée à des méthodes spécifiques, qui joue le rôle essentiel d'adaptation et d'évolution personnelle de l'enfant.

e) le pouvoir bien tempéré du pédagogue s'exerce lors des difficulté, conflits, phases critiques subis nécessairement par l'enfant et l'adolescent; c'est cette flexibilité de la personnalité du pédagogue, cette accomodation compréhensive et clinique qui fondent des rôles régulants et dynamiques majeurs auprès des enfants (sans être précisement les parents).

f) importance affirmée de l'équilibre personnel du pédagogue davantage que la perfectionnement des techniques.

Une étudiante affirme : " mieux vaut un enseignant au clair avec lui-même et qui enseigne avec continuité qu'un essai mal digéré de pédagogie nouvelle. "

3.4.4. Ce que disent les élèves sur l'effet de la personnalité du Maître :

- d'abord, unanimement, les éléments : justice, activités compréhensives, sympathie jouent un rôle direct sur la mise au travail.

Mais sur le plan de l'effet plus net de personnalisation, une minorité d'élèves ne pensent pas à une influence efficace ou stimulante sur le plan de leurs propres personnalité; relevons ici deux réponses assez belles :

- " j'aime bien ma maîtresse, mais je ne pense pas qu'elle peut changer un enfant " (garçon de 10 ans)

- " pour les naïfs la personnalité du maître joue; mais non pas pour ceux qui ont des idées bien à eux " (fille de 15 ans)

Cependant la majorité des élèves (interviewés) affirment certains traits de personnalité de l'éducateur favorables à leur propre personnalisation :

a) attitude ouverte et de dialogue

b) authenticité de la relation et de la prise en charge-investissement dans le métier.

c) acceptation profonde de l'autre dans son expression propre.

d) sympathie, intérêts affectifs pour l'enfant et l'adolescent.

Ce qui est affirmé avec vigueur c'est le fait (largement observé) que le conflit relationnel (de personnalités maître et élève) a pour effet un blocage, une diminution du pouvoir intégratif de la personne de l'élève.

Ainsi sur l'ensemble, on note un accord sur la positivité de l'action de la personnalité du pédagogue - effet diffus mais caractérisé par l'acceptation la dynamique relationnelle et l'intervention circonstanciée de ce pédagogue qui, comme un parent soutient mais comme un représentant social, stimule - par dosage et par compréhension clinique.

3.5. Formation des Maîtres

C'est sur ce point d'une formation de maîtres (à promouvoir) que l'accord est le plus marqué entre les quatres groupes de réponses.[1]

a) constat général d'une insuffisance criante d'une formation adéquate. Tout objectif éducationnel de soi (et de l'autre) dans sa dimension personnalisante est exclu par les systèmes formatifs actuels.

b) appel à une formation concrète, et non abstraite et livresque qui prépare insuffisamment les personnalités à s'affirmer, à se côtoyer, à interréagir.

c) expression de la nécessaire connaissance de la psychologie de l'enfant et de l'adolescent, des relations interpersonnes; préparation aussi bien théorique que pratique.

d) dénonciation de l'isolement (néfaste à l'enfant) des milieux éducatifs et des milieux sociaux (réalités diverses).

Ce qui est dénoncé, c'est en fait le développement d'une personnalité scolaire, souvent fermée. Le confinement du pédagogue au milieu scolaire est source d'irréalité de la synthèse formative.

e) A la formation abstraite et théorique doit s'ajouter une formation concrète sur le terrain et aussi une formation personnelle (de sa propre personnalité) dans des groupes (étude et connaissance de soi).

Voici quelques affirmation d'un groupe ou d'un autre[2]:

1. "Formation plus humaine basée sur le respect de la personnalité et des apprentissages basés sur la personnalité de chacun plutôt que par une pédagogie de masse."

2. "Il faudrait une formation approfondie qui ne vise pas l'acquisition des connaissances mais l'amélioration des relations humaines.

3. "La formation pédagogique s'apprend plutôt en s'exerçant que dans des écoles préparant à la profession.

Introduire plus de pratiques et stages auprès des enfants."

4. "Enseignement non ajusté par manque d'une formation pratique, animée par des stages et d'une formation psychologique."[3]

En général, si l'on ne sait pas bien définir des méthodes et des régimes éducationnels, les groupes interviewés affirment un changement dans méthodes de formation et font appel au substrat de la personne à développer et, corrélativement, à l'ouverture exploratrice, expressive et formatrice des milieux réels extra-scolaires.

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1. Seules quatres ou cinq réponses d'enfants sont nulles; pas de représentation d'un processus formatif de leurs maîtres.

2. Saurions-nous les placer à leurs justes places dans chaque groupe?

3. Les réponses 1,2,3,4, correspond respectivement à l'étudiant, enseignant, adolescent, parent. Pouvait-on le deviner?

CONCLUSION

Si l'objet de cette étude était bien un évaluation réelle de la réalisation de la personnalité par l'éducation, il faut bien convenir que les réponses et témoignages (pourtant différentiels puisqu'ils émanaient de quatre groupes de statuts spécifiques dans l'économie éducative) que les constats sont bien d'affirmer le fait de cette réalité. Cela ne veut pas dire que cette action personnalisante soir irréaliste; bien au contraire les practiciens et les "éduqués" affirment ensemble l'importance des facteurs éducationnels dans le réalisation de la personnalité, et en particulier par l'exercice de la personnalité du pédagogue, référence et source de stimulation; il y a même une double attente complémentaire entre les éduqués et les éducateurs.

Mais il faut bien constater que la phénomène ne se passe pas; ou bien que cette personnalisation s'effectue selon règles, canons, contraintes qui substitue à un développement personnel maximal et général une sélection de formation de personnalités dominantes dans un système social hiérarchisé; autrement dit, alors que les éducateurs (et en grande majorité les parents) et les éduqués, ont les motivations et les capacités compréhensives dans l'abord d'une pédagogie et d'une éthique *interpersonnelles* satisfaisantes et équilibrantes, ils s'avèrent bloqués et comme aliénés à un formalisme et à des priorités imposées d'études de contenus où les normes jouent un rôle sélectif, détériorent les processus de personnalisation.

L'absence d'une formation approfondie rend les maîtres probablement dépendants et inhibés, traditionnels, par une conscience dévalorisante qu'ils ont d'eux-mêmes; ce qui a pour effet de freiner chez l'enfant le dynamisme personnel et le développement maximal des capacités.

Au principe de plaisir d'appropriation et de grandissement se substitue et se pérennise le principe de dominance soit que celui-ci s'avère prioritaire de par l'appartenance à une classe socio-professionnelle ou bien qu'il soit l'acquis et le résultat d'une compétition et sélection scolaire où beaucoup de personnalités ont, par voie conséquence, stoppé ou dérivé leur propre dynamisme, tout autant valable.

RÉSUMÉ

L'objet de l'étude était l'évaluation du *fait réel* de cette réalisation de la personnalité par l'éducation, dans une région très limité de la banlieue nord de Paris.

Quatre groupe ont été interviewés: deux groupes d'éducateurs (Parents et Pédagogues), deux groupes d'éduqués (adolescents et étudiants).

L'ensemble des réponses et témoignages (quoique différentiels mais non hétérogènes selon les groupes) montre que l'éducation, malgré ses finalités affirmées, est très loin d'effectuer réellement une action de personnalisation chez la plupart des sujets édu-

qués. Cela ne signifie pas qu'une action personnalisante soit irréaliste ou irréalisable; bien au contraire "éducateurs" et "éduqués" affirment ensemble l'importance des facteurs éducationnels : milieu, action, et en particulier exercice de la personnalité du pédagogue, modèle référentiel et source de stimulations.

Il y a même une double *attente* complémentaire chez éduqués et éducateurs.

Mais les échanges constructifs sur le plan de la personnalité se réalisent mal, car parasités par archétypes, règles, canons, contraintes qui substituent à un développement personnel maximal et individuel une sélection et une formation de personnalités dominantes dans et pour un système socio-economique hiérarchisé et inégalitaire. Alors que éducateurs et éduqués ont mêmes motivations et capacités compréhensives pour une pédagogie et une éthique interpersonnelles satisfaisantes et équilibrantes, ils s'avèrent bloqués et comme aliénés à un formalisme presque scolastique.

L'abscence d'une formation pédagogique approfondie rend les éducateurs le plus souvent insatisfaits, inhibés, traditionnels - sans valorisation de leurs propre personnalité; ce qui a une influence freinatrice sur un dynamisme du développement personnel de l'enfant.

Au principe du plaisir dans l'appropriation de conscience et de grandissement se substitue et se pérennise le principe de dominance.

SUMMARY

Facts about Self-realisation through education

The object of this study has been to evaluate the actual facts concerning the fulfilment of personality through education in an extremely limited area in the northern suburbs of Paris.

Four groups were interviewed : two groups of what we shall call "educators" (parents and teachers) and two groups representing the "educated" (adolescents and university students).

The resulting set of responses and statements (differing through not heterogenous according to group) indicate that education, in spite of its avowed aims, is far from effectively performing a personalizing action on the majority of the subjects having undergone this education. This does not mean that a personalizing action is unrealistic or unattainable; on the contrary, both parties proclaim the importance of educational factors : environment, educational activity and in particular the way the teacher brings his own personality into play, the latter forming a reference model and a source of stimulation. There is in fact a double and complementary expectation on the part of both the educators and the "educated". But constructive exchange on the personal level is difficult to attain, viciated as it is by archetypes, rules, cannons and constraints which, instead of maximizing individual personality development, discriminates and leads to the formation of dominant personalities in and for a hierarchical and inegalitarian socio-economic system. Whereas both educators and the young have the same motivations and the same comprehending capacity for satifying and harmonious interpersonal ethics, they find themselves at a dead end, practically alienated and condemned to a near scholastic formalism.

The lack of thorough teacher training makes the educators most often unsitisfied, inhi-

bited and traditional, without developing their own personality, all of which acts as a brake on the dynamics of the child's personal development.

The pleasure principle in the integration of consciousness and in personal development has been replaced by the self-perpetuating principle of domination.

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- Musique et Rééducation (Cahier Enfance Inadaptée)
- Influence de la musique sur des débiles adolescents (Cahier de l'enfance inadaptée)
- Wallon contre Freud (Education et Développement)
- Le dire de la débilité (Cahiers de l'enfance inadaptée)
- Jeu cathartique, jeu synthétique (Colloque jeux et jouets - Université Paris Nord)
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- Ouvrage en collaboration avec A. Inizan : « Les enfants dits débiles » 1978 (Ed. Sociales Françaises).

DEMOGRAPHIC VARIABLES AS CORRELATES OF THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM*

by

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INTRODUCTION

This is an analytical study of demographic variables taken from the 1970 U.S. Census data. Various multivariate analyses were applied to these data and to school achievement means of the Michigan Educational Assessment Program. School inputs or raw material are assumed to be primarily indicated by the demographic variables of the census data; school outputs or product are measured by the school achievement means

This study explores how much variation in school achievement means can be related to demographic variables.

BACKGROUND

The Michigan Educational Assessment Program (MEAP) was initiated by the State Board of Education, funded by the State Legislature, and began in 1969. The program has the global objective of improving education for children in Michigan by providing educators and citizens with information about the status and the progress of the educational programs within the state. That information has been obtained by the administration of achievement tests to the students in the fourth and seventh grades. Previous research and reports of the Michigan Department of Education indicate that the only variables highly correlated with educational achievement are socioeconomic status (SES) and percent racial-ethnic minority (MNTRY). SES and MNTRY were therefore

* This paper is a summary of a dissertation completed for the Ph. D. Degree in Educational Evaluation and Research from Wayne State University in December 1974 under the direction of Dr. Claire C. Irwin.

the only demographic variables which were measured in the MEAP. In 1969-70 and in 1970-71 these variables were measured by direct student response to a questionnaire. They have not been directly measured since that time.

The strength of the positive correlation (0.68 to 0.85 for 1970-71) of the SES variable and the negative correlation (- 0.56 to -0.80 for 1970-71) of the MNTRY variable with school achievement measures in the MEAP indicates that such demographic variables do indeed impact school achievement. The lack of any significant correlations (not higher than 0.34 and generally less than 0.20 for 1970-71) between MEAP achievement measures and other school inputs (for example: dollars, teachers with master's degrees, pupil-teacher ratios, and so on) was the reason for excluding these measures from this study. Other demographic variables may impact school achievement. The demographic indicators selected for this study are those from the 1970 U.S. Census data.

Related Research

The publication of the book *Inequality*[1] by Christopher JENCKS and associates represented a synthesis of much research attempting to demonstrate the inequality of educational opportunity in the United States. JENCKS assessed the inequality in the schools, in cognitive skills (as measured by IQ, aptitude, or achievement tests as synonymous measures of intelligent behavior), in educational attainment, in occupational status, in income, and in job satisfaction. He concluded that a school's output is largely determined by its input--the entering children and their background. The family background variable in Jencks' work was estimated and subject to a considerable margin of error.

The COLEMAN Report[2] and the follow-up reanalysis by the Harvard University Faculty Seminar[3] is most important in relationship to the current study. In particular, David J. ARMOR's chapter[4] used school averages as the unit of analyses. He used community input factors which are indices of family lifestyle: percent of students with fathers in white-collar occupations; percent living with both natural or legal parents; average education of both parents; average number of selected household items; and percent black in school. In

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1. Christopher JENCKS, Marshall SMITH, Henry ACLAND, Mary Jo BANE, David COHEN, Herbert GINTIS, Barbara HEYNS, and Stephan MICHELSON; *Inequality, A Reassessment of the Effect of Family and Schooling in America* (New York: Basic Books, 1972).
2. James S. COLEMAN and others, *Equality of Educational Opportunity* (Washington, D.C.: U.S. Government Printing Office, 1966).
3. *On Equality of Educational Opportunity* ed. by Frederick Mosteller and Daniel P. Moynihan (New York: Random House, 1972).
4. David J. ARMOR, "School and Family Effects on Black and White Achievement: A Reexamination of the USOE Data," in *On Equality of Educational Opportunity*, ed. by Frederick MOSTELLER and Daniel P. MOYNIHAN (New York: Random House, 1972), pp. 168-229.

addition, he used student achievement and motivation measures and the traditional school input measures. Conclusions indicate that household item counts and parents' education are the strongest predictors of achievement in every regional and racial category.

OBJECTIVES

This study is an extension of ARMOR's work, a rationale for estimates made by JENCKS, and a support for the work of the Michigan Departement of Education. It fulfills some of the research needs defined as a result of the reanalysis of the COLEMAN Report. These studies indicate that family background variables relate highly to school achievement measures.

A model of racial-ethnic, housing, and parental-family variables acting as school inputs is proposed. Community measures called demographic variables applying to the entire population of school attendance areas are investigated to see if relationships exist among them and the MEAP 1970-71 school achievement means. Fifty-five demographic variables are defined from the 1970 U.S. Census data.

Three problem areas are analyzed.

(1) Can an SES measure constructed from the 1970 U.S. Census data relate as well to school achievement as a questionnaire administered to individual students and then aggregated to produce school level SES measures ?

(2) What is the factor structure of the fifty-five variables, that is, what structure can account for the variance within these variables ?

(3) Which and what combination of the fifty-five census variables best predict MEAP school achievement means ?

METHODOLOGY

Data from the 1970 U.S. Census are mapped to the school attendance areas for fourth and seventh grades for a large city school district. Tract level census data are used. Since school attendance areas are not coterminous with census tracts, the data are aggregated and then apportioned so as to approximate what might be expected had the census been conducted on the geographic unit of school attendance area. These data are then appended to the MEAP school level data. All analyses are repeated for fourth and seventh grades which provide replication for cross validation and verification of the variables at different age levels.

The MEAP achievement means for each school are the following five : VOCABM for vocabulary mean, READM for reading mean, MECHENM for mechanics of written English mean, MATHM for mathematics mean, and COMPM for composite mean. The number of full-time equivalent pupils (PULPILFTE) is also included for weighting purposes in later analyses.

The MEAP data for 1970-71 were obtained from Educational Testing Service who conducted the program for the Michigan Department of Education. These data are machine readable. The data from the 1970 U.S. Census are likewise machine readable. All processing was done via computer to build the final data--one set for fourth grade students by school and one set for seventh grade students by school.

Various statistical analyses which are performed on these data sets are described in the next three sections.

Comparison of MEAP to Census SES Variable

Of the fifty-five demographic variables, nineteen are identified as being analogous to those of the MEAP questionnaire. It is then hypothesized that these nineteen variables from the U.S. Census could provide as good an estimate of SES for a school as the aggregated student responses from a questionnaire. If the correlations of the census SES variable with MEAP achievement measures are approximately equal to the correlations of the MEAP SES variable with the MEAP achievement measures, then census data can be substituted for questionnaires completed by students for estimating SES for schools.

The SES estimate of the MEAP was developed by factor analyzing a random sample of 10,000 student questionnaires. Two factors emerged called family solidarity and educational-economic advantage. The same factor analysis procedures are followed with the census data and two factors likewise emerge. These factors are similar enough to be given the same labels. As was done in the MEAP, the weights developed from the factor analysis are used to compute two SES scales which are standardized and then averaged to produce the single SES measure.

The census SES measure is then correlated by Pearson r with the MEAP achievement means for fourth and seventh grades both weighted by full-time equivalent students and unweighted. These comparisons are presented in Tables 1 and 2.

Table 1

Comparison of MEAP fourth grade achievement correlations with MEAP and census SES

MEAP Achievement Measures	MEAP SES		Census SES	
	Unweighted	Weighted	Unweighted	Weighted
VOCABM	0.7278	0.7759	0.6852	0.6917
READM	0.6854	0.7383	0.7408	0.7474
MECHENM	0.7053	0.7575	0.7342	0.7305
MATHM	0.6934	0.7497	0.7082	0.7078
COMPM	0.7146	0.7643	0.7434	0.7442

TABLE 2

Comparison of MEAP seventh grade achievement correlations with MEAP and census SES

MEAP Achievement Measures	MEAP SES		Census SES	
	Unweighted	Weighted	Unweighted	Weighted
VOCABM	0.7943	0.8544	0.8336	0.8112
READM	0.7583	0.8406	0.8357	0.8172
MECHENM	0.7052	0.8067	0.8064	0.7870
MATHM	0.7114	0.7962	0.7870	0.7668
COMPM	0.7444	0.8281	0.8176	0.7966

All unweighted census SES correlations except one (VOCABM for fourth grade) are higher than the corresponding unweighted MEAP SES correlations. All the weighted census SES correlations except one (READM for fourth grade) are lower than the corresponding weighted MEAP SES correlations. These differences are not surprising given the vast difference in weighting across the State. The weighted and unweighted census SES correlations are almost identical to two decimal places for fourth grade and the weighted census SES correlations are uniformly approximately 0.02 less than the unweighted for seventh grade. The unweighted correlation between the census SES measure and the MEAP SES measure is 0.8371 ($N = 151$, significant at the 0.001 level) for fourth grade and 0.8264 ($N = 84$, significant at the 0.001 level) for seventh grade. In the weighted form these two correlation drop by only 0.01 in size.

The criterion of obtaining at least as good correlations of census SES measure for schools with MEAP achievement measures is met.

STRUCTURE OF CENSUS VARIABLES

The fifty-five census variables are studied through factor analytic techniques to explain the variance in the matrix of size fifty-five by 203 for fourth grade and fifty-five by 109 for seventh grade. Decisions about structure are generally made on the basis of the fourth grade data. Classical factor analysis which assumes residual error is used.

According to the proposed model, three factors are expected. However, a four factor model proved to be required. Varimax rotation presented considerable interpretation problems. The assumption of orthogonal factors in varimax rotation is not warranted for demographic variables. Consequently, a direct

oblimin solution for oblique rotations is used with a delta of 0.0.

The structure accounting for the variance in the census variables is defined in terms of four factors: (1) racial-ethnic-economic, (2) housing quality, (3) labor force participation by females, (4) stability. The first factor contains many variable as components which do not separate into distinguishable factors. The racial-ethnic composition of a large city seems inexplicably intertwined with economic variables. The stability factor is a measure of fixedness, of not moving frequently. The results of these factor analyses are summarized in Tables 3 and 4.

TABLE 3

Structure of census variables for fourth grade

Factors	Percent of Total Variance Explained	Eigenvalue
1. Racial-Ethnic-Economic	49.1	27.02
2. Housing Quality	13.2	7.26
3. Labor Force Participation by Females	10.6	5.85
4. Stability	5.1	2.79
Percent of Total Variance Explained by Four Factors	78.1	

TABLE 4

Structure of census variables for seventh grade

Factors	Percent of Total Variance Explained	Eigenvalue
1. Racal-Ethnic-Econmic	52.5	28.86
2. Labor Force Participation by Females	12.4	6.85
3. Housing Quality	9.5	5.22
4. Stability	5.3	2.90
Percent of Total Variance Explained by Four Factors	79.7	

Prediction of MEAP School Achievement

The factors previously described are not judged precise enough to warrant the computation of factor scores and four scales to be used in predicting school achievement as measured by the MEAP. Rather the fifty-five variables are directly used as independent variables in multiple regression analyses with the five dependent variables being the five achievement measures of the MEAP. The maximum R squared technique is used. Ten regression analyses are studied--one for fourth grade and one for seventh grade for each of the five dependent variables. Since the five dependent variables can be regarded as a measure of intelligence as measured by achievement tests, patterns among these ten regressions in terms of variables included as they related to cutoff criteria were extensively investigated.

The conclusions indicate that five census variables are important in prediction with ninety-five percent confidence MEAP achievement means for fourth grade for one large city school district. These five variables account for fifty-eight to sixty-nine percent of the variance. Over both grades, eight census variables are needed. These are: weighted average family type, average number of years of school completed for males over age 25, average number of years of school completed for females over age 25, average number of weeks worked in 1969 for females ages 25 through 59, percent females with children under age 18 in the labor force, percent of household having a clothes dryer, percent moving in the past year, and average number of children per family. The "weighted average family type" variable was replaced by an economic discriminator variable "percent of households having a clothes dryer" in the seventh grade analyses. In the seventh grade analyses, the variable "percent females with children under age 18 in the labor force" appeared whereas in the fourth grade analyses the variable "average number of weeks worked in 1969 for females ages 25 through 59" appeared. The variable "average number of years of school completed for males over age 25" was not needed for fourth grade prediction. These variable substitutions between the two age levels seem to indicate that familial variables may be more important for younger children whereas economic variables may be more important for older children.

Measurement Problems

This study has some serious measurement problems. Error is assumed to be normally distributed and therefore does not affect the mean values which are used. Consequently, the results are statistically valid but questions about the measurements themselves can be raised.

Another researcher most probably would have defined census variables differently. In matching census variables to the MEAP questionnaire of 1970-71 some crude approximations were attemped, for example, a household's possession of a clothes dryer bein equivalent to the possession of a typewriter. In choosing census variables every attempt was made to define those which had been used previously in research and then choosing those which the author thought might have some relevance to school achievement. Some of these are successful; others are unsuccessful.

The purpose of the U.S. Census does not include the current application of the data. The census data do contain errors. However, the mammoth and costly undertaking of a complete census is not reproducible in the research community which could probably not do a better job. Consequently, these measurement errors are accepted as probably insignificant to this study.

The census data apply to the entire population of school attendance areas rather than to just the families and students attending public schools whose achievement means are used as dependent variables. In areas where large percentages of the school age population do not attend public schools, the results could be questioned. In the district under study, however eighty-one percent of the elementary pupils and seventy-six percent of the junior high pupils attend public school. The percentage attending public schools is used as a weighting variable and does not appreciably change results. Likewise, the variable "percent of children attending public school" doen not appear in regression results.

Conclusions

An SES measure constructed from census variables usually correlates higher than the MEAP SES with MEAP achievement means. When the correlations are weighted by the percentage of students attending public schools, the correlations are very close.

The proposed model is rejected as a result of the factor analyses of the fifty-five demographic variables and replaced by a four factor model: racial-ethnic-economic, housing quality, female participation in the labor force, and stability. These factors are not orthogonal. They account for seventy-eight percent of the variance for fourth grade and eighty percent of the variance for seventh grade.

Eight demographic variables are needed to predict with ninety-five percent confidence MEAP school achievement means in linear models. These eight variables are reduced to five constructs. Three of these contribute negatively to predicting school achievement means: labor force participation by females, moves as frequent as once or more per year, and a higher average number of

children per family. A higher average number of years of school completed for males and females contributes positively to predicting school achievement means. For fourth grade, having on the average both parents in the home, and for seventh grade, a higher average economic level--being middle class--seems to relate positively to predicting school achievement means. This combination of census variables predict rather well MEAP school achievement means accounting for fifty-eight to sixty-nine percent of the variance for fourth grade and eighty-five to eighty-nine percent of the variance for seventh grade.

All of the independent variables used in this study are unobtrustive or indirect measures. These data are readily available and can provide interesting and meaningful results when combined with traditional educational measures. These data should be incorporated into research planning since the educational community does not have the resources to duplicate census activities for their own purpose. The 1980 U.S. Census will soon take place with five year intervals for new data beginning with 1985.

The census variables which are important in this study are not surprising nor inconsistent with the related research. Much popular prejudice in the United States relates race to school achievement means. This study demonstrates that if enough other variables are included, race does not relate to predicting school achievement means even when it was one of the variables available for inclusion. Other more subtle societal phenemona seem to relate to school achievement means: female participation in the labor force, housing quality, frequent moves, educational levels of adults in the community, presence of both parents in the home, and household possessions indicative of middle class status. Family income, occupational status, and value of the housing unit do not provide expected relationships to school achievement means in this study.

Glossary of Acronyms

COMPM--Composite Mean from the MEAP for a grade within a school. This measure was obtained by averaging the individual's standard scores on reading, the mechanics of written English, and the mathematics tests of the MEAP and then averaging those scores for a grade within a school. Note that the vocabulary score is not included.

MATHM--Mathematics Mean from the MEAP for a grade within a school. The mathematics test assessed mathematical reasoning and problem solving and was averaged for all pupils tested for a grade within a school.

MEAP--Michigan Educational Assessment Program. A program of educational evaluation within the State of Michigan with information collected

annually through the administration of achievement tests to all fourth and seventh grade students attending public educational facilities.

MECHENM--Mechanics of Written English Mean from the MEAP for a grade within a school. For an individual the test measured spelling, effectiveness of written expression, recognition of grammatical errors, and punctuation and capitalization. Individual scores were averaged for the grade mean within a school.

MNTRY--Percent racial-ethnic minority students within a school from MEAP data. In this study, MNTRY assumes that racial-ethnic minority students are non-white.

PUPILFTE--Number of full-time equivalent pupils from the MEAP which was obtained by counting all pupils enrolled in grades one through twelve.

READM--Reading Mean from the MEAP for a grade within a school. For individuals, the reading test assessed paragraph comprehension, ability to understand words from the context in which they are encountered, and ability to identify the correct synonym for a word. Individual scores were averaged to obtain the mean for a grade within a school.

SES--Socioeconomic Status. A group measure designed to assess indirectly information such as educational attainment of parents, quality of housing, family structure and stability, occupation, income, and possessions. Two SES measures are used in this study: one from the MEAP and one from the 1970 U.S. Census.

VOCABM--Vocabulary Mean from the MEAP for a grade within a school. The vocabulary test measured students' knowledge of the meaning of words and the relationships between words and concepts. The mean was obtained by averaging individual scores for a grade within a school.

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SUMMARY

Fifty-five demographic variables constructed from U.S. Census data were related to the Michigan Educational Assessment Program's (MEAP) socioeconomic status index (SES) and school achievement means for a large city school district. An SES measure constructed from census variables usually correlated higher than the MEAP SES with MEAP achievement means. Eight demographic variables were needed to predict MEAP school achievement means in linear models. Census data can be substituted for student questionnaires to obtain SES measures when school attendance areas are well-defined Variables found useful in this study should be used in further research; those not useful should not be pursued further.

RÉSUMÉ

Variables démographiques comme corrélatifs du Michigan Educational Assessment Program.

Cinquante-cinq variables démographiques, construit en utilisant des data de recensement aux É.U., ont été considérés en relation avec le Michigan Educational Assessment Program's (MEAP) socioeconomic status indes (SES) et les prestations scolaires moyennes pour un large réseau scolaire. Une SES mensuration construite de variables recensés démontrait une corrélation supérieure du MEAP aux prestation moyennes de MEAP et SES. Huit variables démographiques étaient nécessaires pour prédire les moyennes scolaires MEAP en modèles linéaires. Les données recensées au moyen de questionnaires pour étudiants peuvent être substituées en vue de l'obtention de mensuration SES, quand le district de présence scolaire est bien défini. Les variables détectés comme valables dans cette étude seront employés dans des recherches ultérieurement; ceux qui s'avèrent moins utilisables seront éliminés.

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* Readers are invited to send information on pedagogical research to the address mentioned below / Les lecteurs sont priés de bien vouloir communiquer leurs projets de recherches etc. à l'adresse suivante / Bitte senden Sie Information über experimentalpädagogische Forschungen an die folgende Anschrift :

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4. EUROPE

— « Paedagogica Europaea », published under the auspices of the Institute of Education of the European Cultural Foundation (Paris, Brussels), edited a special issue on ,,European universities'' : ten years after 1968; Europas Universitäten : zehn Jahre nach 1968; Universités Européennes : dix ans après 1968 ''. In his introduction, *Gabriel Fragnière* writes the following :

'' The articles presented in this issue of *Paedagogica Europaea* deal entirely with developments, analysis and opinions relating to the events of 1968, as they appear to have influenced the changes in European systems of higher education. Ten years after the explosion of student unrest in most European countries, symbolized by the Paris events of May 1968 it seemed interesting to evaluate these events and the reforms which accompanied them in relation to what higher education has become during the last decade.

The reader will first of all notice that the authors who contributed to this issue, even if directly involved in the making of 1968 reforms, do not focus their attention primarily on the events themselves as they have been related elsewhere by eye witnesses or historians, but rather on the consequences or subsequent developments, which more obviously influenced the systems in the long term.

When one looks back over the last decade, one has to introduce some necessary distinctions to clarify the situation. There is no doubt that 1968, with all its disorderly extravagance, will remain as an important turning point in the European and Western history of ideas. Changes in political and social thinking, renewal of the conceptual framework in which education was interpreted, revolution in moral values and behaviour, all these developments are in one way or another related to that period which exploded in the slogans and protests painted on the walls of Paris university in May 68, or spread on posters and banners around the world.

But it would be an over-simplification to identify these events with the causes which explain the current revolution of higher education, as it can be seen in the present structures. There is indeed no causal relationship or even direct correlation between higher education as it is today in Europe and the events of 1968, with the exception of France, to a certain extent.

But there is certainly a temporal correlation in the sense that the date really marks a turning point in the reappraisal of higher education in all Western countries. When one looks at the literature devoted to the problems of higher education in general, and especially of universities, published before 1968, one is struck by the difference of approaches, of vocabulary, of problem definition. The universities did not, perhaps, change radically in 1968, but the way higher education has been regarded since then is certainly no longer the same. If one day someone takes the time to write a world history of research into higher education, he will not only discover the importance of the 1968 turning point, but he will even be tempted to say that it was during this period (somewhat earlier in Germany and in the United States) that research into higher education actually started.

The Robbins Report in the U.K., the Carnegie Commission in the U.S., the U 68 Commission in Sweden, the work of the BAK (Bundes Assistenten Konferenz) in Ger-

many, to quote only a few of the most important developments of the time, are not to be related factually to 1968, but they began to become influential and to have a policy impact precisely around that period.

Since then, therefore, taking into account expectations and utopias loudly and energetically spread around in 1968 by a new generation, the discussion about the university was no longer to be the same. For researchers in higher education one could say that this is the ,,real'' event of 1968.

The articles presented here attempt to analyse the nature of the present situation, as compared to what was expected or hoped for a decade ago. For the reader who did not keep up with the higher education debate as it has progressively evolved since 1968, there is not much in this issue which could give him a better understanding of what really happened ten years ago. But the reader should know that this was not our main purpose. He should consider this issue as a kind of complementary historical background document related to the previous issue on ,,New Trends'' in European Higher Education'' (P.E. XII, 1978, 1) edited by *Guy Neave*. Is the present crisis the result of what it was hoped to achieve in changing the systems in 1968? Or is it the consequence of unavoidable mistakes of a time in which the knowledge of the functioning of higher education systems was less developed than it is today? Will our future decisions be more secure if we better understand our past motivation?

In publishing this collection of articles looking back to the last decade, we hope to contribute to the debate currently going on in Europe on how to solve the present crisis in higher education.

There is indeed a question of purpose, as *Tyrell Burgess* rightly underlines in his article on British Polytechnics, and it seems that this question has never really been asked again since the period of 1968 when everyone hoped they had found a definite answer. We at «*Paedagogica Europaea*» are therefore very pleased to have gathered these different opinions, thus contributing to that ongoing process of research on the development of higher educational systems in Europe.''

410. GREAT BRITAIN - GRANDE BRETAGNE

— Prof. *Fitz-Gibbon*, University of Newcastle Upon Tyne, informed us of the fact that the university's School of Education has developed a new course at the Masters level, entitled ,,Research Methods and Education''. For students choosing this course it will form one third of their studies for the M.Ed. degree.

Moreover, a 20 hour course in research methods will now be provided for all M.Ed. Students.

— Oxford University has agreed to redesignate its degrees of Bachelor of Letters and Bachelor of Philosophy to Master of Letters and Master of Philosophy.

Congregation accepted the proposal after hearing of difficulties experienced by graduates because of misunderstanding of the titles and in particular difficulties in obtaining employment in this country and overseas. The title of Bachelor of Philosophy will be retained for the present course in philosophy.

430.1. GERMAN FED. REP. - RÉP. FÉD. ALLEMANDE

— L'institut de recherche sur l'enseignement supérieur du Ministère de l'enseignement supérieur et technique de la République fédérale d'Allemagne a été établi à l'Ecole supérieure d'économie „Bruno Leuschner", Berlin.

Avec l'Institut de recherche sur l'enseignement supérieur est mis en place un collectif spécial de recherche qui aura, eu égard au potentiel de recherche des universités et écoles supérieures de RDA, les fonctions suivantes: mener à bien les recherches pour la direction de la recherche sur l'enseignement supérieur; examiner les aspects théorico-méthodologiques de l'intensification de la recherche sur l'enseignement supérieur ainsi que de son efficacité sociale, et, par là même, acquérir des connaissances dans une partie du domaine des sciences sociales; accomplir des tâches de formation complémentaire correspondantes.

(*Association Internationale des Universités*, Vol. XXVI, no. 3 (1978), p.200).

- Unter der Leitung von Prof. Dr. *J. Zielinski*, Rheinisch-Westfälische Technische Hochschule, Aachen, werden die folgenden Doktorsarbeiten vorbereitet:
- *J. Albracht*: „Tätigkeitsmerkmale von Arbeitsplätzen und deren Transformation in Ausbildungsinhalte".
- *K. Breuer*: „Lehren und Lernen auf der Basis eines Computer-Informations-Programms".
- *W. Keller*: „Computer und Lernen in Problemlösesituationen".
- *P. Miedeck*: „Pädagogische Wirkungen des Methodenwechsels im Unterricht".
- *P. Schierbock*: „Lernen unter der Perspektive des PAL-Systems".
- *H. Straube*: „Entwicklung und Erprobung einer Methode zur Validierung von Lernstrukturen, dargestellt an Lernzielen aus dem Stoffgebiet Halbleiterphysik".
- *G. Ströblein*: „Bedingungen von Studienabbruch".
- *J. Zühlsdorff*: „Schreibschwächen ausländischer Studierender in Textklausuren".
- *P. Treier*: „Zur Bedeutung und zum inhaltlichen Verhältnis der Arbeitswissenschaft im Rahmen der Ingenieurbildung an FHS in MW".
- *F. Tuyaerts*: „Versuch zu einer Lehrstrategie im programmierten Fremdsprachenunterricht dargestellt am Beispiel eines Programms „Deutsch für Ausländer".

436. AUSTRIA - AUTRICHE

— Am Institut für Pädagogik der Universität Wien wurden die folgenden Dissertationen abgeschlossen:
- *G. Gerber*: „Familienindividuelle Mobilität und deren Problematik für Kinder" (Leitung: Prof. *M. Heitger*);
- *G. Kienast*: „Probleme der innerbetrieblichen Ausbildung im Lehrberuf ‚KfZ Mechaniker'. Systematische Überlegungen im Zusammenhang mit einer Pilot-Studie in diesem Beruf" (Leitung: Prof. *M. Heitger*);
- *W. Sabitzer*: „Einstellungen der Lehrer zu hererogen bzw. homogen geführten Schulklassen" (Leitung: Prof. *R. Olechowski* und Dr. *J. Thonhauser*);
- *M. von Lutterotti*: „Die Rehabilitation Querschnittgelähmter aus pädagogischer

Sicht unter besonderer Berücksichtigung der Lage in Südtirol (Leitung: Prof. *M. Heitger*);
- *G. Wirgler*: „Zur Didaktik des englischen Anfangsunterricht. Psycholinguistische Analyse des Erstspracherwerbs als Basis für einen kriteriumbezogenen Vergleich von zwei Lehrgängen für die englische Vorschulung." (Leitung: Prof. *K. Wolf* und Dr. *K. Garnitschnig*).

Laufende Dissertationen unter der Leitung von Prof. *M. Heitger*:
- *E. Nebel*: „Zur Problematik der Lernmotivation bei Teilnehmern von Bildungsprogrammen der Massenmedien";
- *F. Ofner*: „Die Arbeit des Bewährungshelfers unter pädagogischer Sicht";
- *F. Palank*: „Prüfungen";
- *Br. Perner*: „Die Berufs- und Arbeitswelt in der Klassenlektüre - eine aussagenanalitische Untersuchung";
- *E.M. Schwabe*: „Mediale Studienprogramme in Österreich unter besonderer Berücksichtigung des Gruppentags und der Funktion der Gruppentagslehrer".
- *J. Thoma*: „Mediendidaktische Analyse der ORF Studienprogramme Wozu Glauben und Wem Glauben";
- *G. Winkler*: „Vorschulerziehung mittels Hörfunk - analysiert an Hand der Sendereihe „Servus, Onkel Max" des ORF (Aussagenanalyse)".

Laufende Dissertationen bei Prof. Dr. *K. Wolf*:
- *R. Arndorfer*: „Leistungsmotivation nach Erfolg und Miszerfolg".
- *M. Fohringer*: „Der Einflusz der verkürzten Schulwoche (5 Tage) auf die Konzentration bei Volksschülern".
- *A. Gedeon*: „Der Einflusz des Aufgabentyps im Schultest".
- *R. Gehrer*: „Linguistische Analysen des Sprachverhaltens von Schülern im Unterricht in Abhängigkeit von Intelligenz und Schichtzugehörigkeit".
- *P. Seiz*: „Analyse von Arbeitsberichten über Arbeitslehre".
- *H. Judex*: „Empirische Charakterisierung von Sonderschülern."
- *P. Kis*: „Die Grundausbildung der Exekutive in Österreich".
- *I. Leitner*: „Kriterien bei der Aufnahmeprüfung in den Musikhochschulen".
- *H. Altrichter*: „Berufstätigkeit und Beschäftigung akademischer Pädagogen".
- *W. Turic*: „Förderung der musikalischen Aktivität".
- *A. Waizer*: „Die Effektivität der Berufsausbildung bei Lehrlingen in die österreichischen Landwirtschaft".
- *M. Weisz*: „Persönlichkeitsunterschiede bei Haupt- und Sonderschülern".
- *R. Hutterer*: „Konfliktlösung in der Schulklasse. Verhalten und Verhaltensorientierung von Lehrern in schulischen Konfliktsituationen".
- *H. Kropf*: „Das Kinderdorf Pöttsching. Eine Feldstudie".
- *J. Wurzer*: „Auszerschulische und innerschule Aktivitäten von Lehrern".
- *G. Pollhammer*: „Analyse der Ernährungslehre in mittleren und höheren Berufsbildenden Schulen".

Laufende Dissertationen bei Prof. Dr. *H. Zdarril*:
- *H. Eichelberger*: „Das Gesellschaftsbild des Pflichtschullehrers in Österreich".

Laufende Dissertationen bei Prof. Dr. *R. Olechowski* in Wien:
- *H.J. Judex*: „Die Bedeutung der Umschulung in die Allgemeine Sonderschule für

die Bildungschancen dieser Schüler";
- *E. Novotny*: „Sekundäre Effekte der Sonderschule";
- *J. Pechar*: „Probleme der Medienpädagogik";
- *K. Schabel*: „Beeinflussung des Sprachstils durch die Gruppe";
- *H. Meyer*: „Sozialpädagogische Masznahmen bei drogengefährdeten Jugendlichen".

Laufende Dissertationen bei Prof. Dr. *R. Olechowski* in Salzburg:
- *H. Becker*: „Rhytmik als Hilfe der Heilpädagogik";
- *M.E. Brugger*: „Übereinstimmung der Toleranz der Eltern und der ihrer Kinder gegenüber Minoritäten";
- *H. Ebner*: „Weiterbildungsbereitschaft in Abhängigkeit von intragruppal differenzierenden Merkmalen";
- *W. Este*: „Die Abhängigkeit der Formen der Heimerziehung von den gesellschaftlichen Bedingungen";
- *K. Fallenstein*: „Der Zusammenhang zwischen sozialer Schichtung und Teilnahme der Erwachsenenbildungsinstitutionen";
- *W. Kircher*: „Nicht-differenzierte Unterrichtsfächer im Schulversuch „Integrierte Gesamtschule" im Bereich der zehn bis vierzehnjährigen (dargestellt am Beispeil naturgeschichte)";
- *D. Linter*: „Die Bedeutung der musischen Ganzheitsgymnastik für konzentrationgestörte Kinder";
- *F. Pichler*: „Fehlerquellen in der Zensurengebung und Verbesserungsmöglichkeiten (eine empirische Untersuchung)";
- *R. Pichler*: „Vergleich verschiedener Ansatzmöglichkeiten im Erst-Lese-Schreib-Unterricht";
- *S. Priglinger*: „Pädagogische Beratung für die Führung von Jugendgruppen";
- *S. Rainer*: „Autostereotyp und Heterostereotyp verschiedener Berufsgruppen in Abhängigkeit vom Lebensalter";
- *J. Sperl*: „Schulische Vorbildung und Ausbildungserfolg bei gewerblichen Lehrlingen bis zum Fachausbildungsniveau";
- *J. Stückler*: „Probleme der gegenwärtigen Schulorganisation: Heterogenität der Begabungsstruktur der Schüler";
- *W. Sturm*: „Probleme der familiären Sozialisation im späten Schulkindalter, Heimerziehung vs. Familienerziehung)";
- *Wl. Wakounig*: „Bildungsaspirationen von Minderheiten";
- *L. Zangerl*: „Die Diskrepanz zwischen geplanter und tatsächlich-durchgeführter Freizeit und Bildungsaktivität in Abhängigkeit vom Lebensalter".

438. POLAND - POLOGNE

— Sous la direction du Professeur *L. Leja*, Directeur de l'Institut des Nouvelles Techniques d'Enseignement, Universytet im. Adama Mickiewicza, Poznán, les dissertations doctorales suivantes ont été acceptées:
-*H. Košla*: «Modèle de manuel de langues étrangères pour les lecteurs en appui des principes d'enseignement»;

- *I. Kuźniak*: « Méthodes modernes de contrôle, d'évaluation et d'analyse des connaissances des étudiants »;
- *K. Pleszewska*: « Influence des transformations grammaticales des phrases sur la mémorisation du contenu du cours »;
- *J. Skrzypczak*: « Manuel audiovisuel pour l'enseignement télévisé de la chimie par correspondance »;
- *W. Skrzypczak*: « Structure du cours télévisé dans la télévision didactique en circuit fermé ».

Deux dissertations sont en préparation :
- *K. Brelińska*: « Modèle de manuel universitaire multimedia des ‚Bases de l'informatique' pour les études non-spécialisées à l'Université »;
- *Z. Chlebowski*: « Efficacité du manuel audio-visuel pour la réalisation de la matière ‚Moyens techniques d'enseignement' ».

44. FRANCE

— Dans le cadre de l'Année Internationale de l'Enfant, le Congrès International de Psychologie de l'Enfant s'est tenu à l'Université René-Descartes à Paris du 1er au 8 juillet 1979.

Ce Congrès avait pour objectif de permettre une confrontation des apports des différentes disciplines a la connaissance scientifique de l'Enfant. A ce titre il a fait largement appel à tous les spécialistes de l'enfance.

Les travaux du Congrès comprenaient :
- des séances d'information (rapports et exposés) suivies de séances de discussions;
- des tables rondes consacrées a des échanges interdisciplinaire;
- des réunions libres.

Ces travaux se déroulaient en français et en anglais.

Les participants du congrès ont étudié les thèmes suivants, établis par le Conseil Scientifique :

Psychobiologie

- carences et déséquilibres nutritionnels et leurs incidences
- seuils psychophysiologiques des progrès psycho-moteurs
- les indicateurs biologiques du développement cérébral

Linguistique, socio- et psycho-linguistique

- interdisciplinarité de l'étude du langage (stratégies additionnelles ou stratégies de synthèses)
- observation et expérimentation (complémentaires ou exclusives)
- spécificité des concepts et problèmes de leur emprunt.
- prélangage et débuts du langage
- le langage : acquisition ou genèse ?
- comment parle l'enfant et que dit-il ?

Evolution des représentations et valeurs

- représentations de l'enfance et conflits de valeurs liés à l'enfance
- status différenciés des sexes et institutions
- les idéologies de l'enfance chez les éducateurs (famille - école) et leur influence sur les processus de personnalisation
- représentation de l'école et de l'enseignement dans différents milieux

Education — Scolarisation — Formation

- scolarité et loisirs
- école, famille et aspirations sociales
- rôle de l'école et de la famille pour le développement de la conscience de soi
- institutions et formations : famille - école et société
- environnement scolaire

Socialisation — Acculturation

- les relations aux pairs dans différentes sociétés
- l'identité culturelle de l'enfant : découverte et promotion
- limites de la notion de learning pour l'acculturation
- le pluralisme culturel chez l'enfant
- garçons et filles dans ce monde en changement

Développement au cours de la première enfance

- socialisation dans la première année
- éducation du nourrisson dans les différentes cultures
- formation affective et sociale de la petite enfance

Les modes d'accès à la connaissance

- acquisition des connaissances
- connaissance d'autrui et connaissance de soi (compétence psychologique - intelligence sociale - compétence à communiquer)
- acquisitions perceptives et acquisitions cognitives

La journée du jeudi 5 juillet 1979 était consacrée à un hommage à Henri Wallon à l'occasion du centenaire de sa naissance (1879-1962).

— De la part du Professeur *A. Léon* nous avons reçu un rapport concernant les activités de recherche et les publications de l'U.E.R. de Sciences de l'Education de l'Université de Paris V pour l'année 1977. Voici les recherches regroupées par grands thèmes :

A. Psychologie de l'éducation. Psychopédagogie de l'écolier;
1. acquisition de la langue orale;
2. Préapprentissage de la langue écrite
a) Signification de la lecture et de ses différents supports;
b) Etude de la justification des apprentissages lexiques;
3. Etudes sur les aspects spatiaux de l'activité;
4. Contribution à l'étude de l'équilibre psychologique de l'individu;
B. Pédagogie curative, éducation des handicappés;

C. Sociologie de l'éducation;
1. Les formations «courtes» et leurs transformations en France;
2. L'innovation éducative dans le système éducatif;
3. L'effet social des pratiques pédagogiques;
4. Effets de la vulgarisation de la psychologie chez les enseignants;
5. Les facteurs sociaux de l'orientation;
D. Psychopédagogie de la formation des adultes;
1. Apprentissage d'une langue étrangère chez les adultes;
2. La situation actuelle de l'enseignement technique court;
3. La formation de formateurs (non maîtres);
4. L'analyse du système français de formation continue;
E. Sociopédagogie des adultes, animation socio-culturelle;
F. Technologie de l'enseignement;
G. Histoire de l'éducation.

— Le numéro 2-3 (Avril-Septembre 1978) de la revue internationale «Les sciences de l'éducation pour l'ère nouvelle», une édition du laboratoire de psychopédagogie de l'Université de Caen, est centré sur la recherche en pédagogie de l'histoire et du temps dans le but d'enrichir et de développer la connaissance du processus de l'éducation. Il ne s'agit pas de recettes pour enseigner l'histoire ou développer les acquisitions du temps, mais de recherches scientifiques. Elles essaient de contribuer à l'acquisition de certitudes profondes dans un domaine essentiellement fluctuant et fuyant. L'enfant, préfaçant l'adulte de demain, n'a pas fini de nous dérouter et de nous déconcerter par la richesse de ses ressources d'adaptation et de création. Il faut donc que les bases de l'action éducative soient solidement étayées par des recherches de plus en plus exigeantes et rigoureuses. On trouve les articles suivants:
- «Enseignement et processus d'éducation. De la pédagogie de l'histoire à la psychopédagogie des situations problèmes», par *J. Guglielmi*;
- «Apport des leçons d'histoire au développement intellectuel des élèves», par *A.L. Schapira*;
- «Motivation et Histoire», par *J. Guglielmi*;
- «Dégagement et définition de niveaux fonctionnels en temporalité à l'aide de l'analyse factorielle et discriminante», par *P.H. Ruel*, *B. Colin*, *D. Hade*, et *P. Rodrigue*.

45. ITALY - ITALIE

— The cabinet has agreed to a new university in the North-eastern city of Udine, as well as the expansion of the University of Trieste. Financed by funds from the Osimo Treaty to promote economic activity along the disputed border, the university started its activities with five faculties in November 1978. The faculties are as follows: language and literature, with emphasis on Eastern Europe; engineering, with special courses in civil, industrial and terrain engineering; mathematical sciences with a special course in research sciences; agriculture, with three courses in agrarian science, nutritive agricul-

ture, with three courses in agrarian science, nutritive agriculture, and animal husbandry; and law and philosophy, with a special course in archeology.

(*International Association of Universities*, Vol. XXVI, no 3 (1978), p. 202).

46. SPAIN - ESPAGNE

— The first congress of ,,Formacion Professional'' in Madrid has raised hopes of rescuing Spain's long neglected technical education programme from the academic doldrums.

So far any attempts to provide middle level technical training have never got off the ground. A patchwork of muddled legislation provides for post-middle school technical training at state and private centres throughout the country.

Speakers at the recent congress emphasized that Spain's educational pyramid was dangerously inverted and the failure of the technical education programme was a major contributing factor. A change of image was needed in order that the programme lose its second rate connotations.

The state director of middle education claimed that the funding system whereby university students received subsidies making their contribution to fees a mere £70, as opposed to an estimated £400 contribution students had to make at certain levels of the technical courses created a social injustice. In the light of the almost non-existent graduate job market a useless élite, he claimed, was being trained at the expense of an area where there was a very real demand.

Indications that Spain's middle school education options may eventually be covered by one comprehensive type institution came from the director of a powerful private educational group known as Fomento. For the past three years this organization has run an experimental programme where both the academic and technical courses were compatible and a flexible system of interchange allowed.

(*The Times Educational Supplement*, no. 3308 (1978) p.16).

— The recently formulated ,,Plan Nacional de Educación Especial'', the first coordinated attempt to tackle the problem of remedial teaching in Spain, has been financed to the tune of 50,000m pesetas.

This is expected to cover the first four, largely experimental years of the programme and then there will be an annual grant of 24,000m pesetas.

The plan is the result of the recommendations of various study groups. It is not clear who will administer the project, at present under the auspices of a body with the grandiose title the Royal Trust of Spanish Education of the Institute of Special Education.

Educationists consider the funds far short of what is necessary to undertake an ambitious remedial programme and criticize the vague criteria in selection of objectives. Children who will benefit under the programme are those who «during a significant period of their (school) life are incapable of following satisfactorily the ordinary school curricula.»

(*The Times Educational Supplement*, no. 3303 (1978), p 15).

— En vertu d'un décret royal, les Ecoles supérieures des Beaux-Arts de Barcelone,

Bilbao, Madrid, Seville et Valence sont transformées en facultés de leurs universités respectives.

480. FINLAND - FINLANDE

— Research Bulletin No.51 (Dec. 1978) of the Institute of Education, University of Helsinki, is a study on « The ability to structure acoustic material as a measure of musical aptitude. Experiences with modifications of the Acoustic Structuring Test », performed by *Kai Karma*.

Results attained with new versions of the acoustic structuring test described in the earlier parts of this series, are handled. Also some new analyses on the earlier versions are included.

The reliabilities of the newer versions are on a satisfactory level (.68 - .78) but the estimation of validity has proven to be such a task both theoretically and practically that only some approaches have been within reach. However, it seems that the basic approach has been sensible and is potentially capable of producing useful results both theoretically and practically.

The relation between acoustic structuring on one hand and verbal and spatial abilities on the other seems to be more complicated than in the earlier phases of the study. The amount of musical training is supposed to cause the variation. When the difficulty of test items is explained with some important qualities of the items, ,,unexpectedness'' turns out to be the best explainer. The ability to form expectations as well as difficulties to perceive the difference between retroversions and inversions and the original figures seem to affect the factorial structure of the test.

481. NORWAY - NORVÈGE

— The following is a series of remarks on Danish Folk High Schools by *J.E. Thomas*, deputy director of the Department of Adult Education, University of Nottingham, England.

,,The only great succesful experiment in educating the masses of a nation'' —this was the verdict of Sir *Richard Livingstone*, eminent British educator, on the Danish Folk High School system. Nor is he alone in holding that opinion. Observers, like *Livingstone*, and practitioners in the system commonly claim that modern Denmark owes its very existence substantially to the folk high school. What is so special about this form of adult education?

The philosophy and teaching practice of the schools have been based upon the beliefs of Bishop *N.E.S. Grundtvig* who died in 1872. This remarkable man was an authority on Norse and Anglo-Saxon texts, a politician, clergyman, philosopher, poet, and passionate believer in the sanctity—and the word is chosen carefully—of Denmark. In his country his status approaches that of a patron saint.

During his lifetime *Grundtvig* witnessed the progressive deterioration of Denmark, until it seemed likely that it would disappear entirely under the weight, not only of German military aggression, but what is called today ,,cultural imperialism''. The Napoleonic Wars left Denmark—a pre-eminent maritime nation—with a shattered

navy, the loss of Norway, economic crisis, and potential financial ruin. In the middle of the nineteenth century, an increasingly powerful and belligerent Germany turned its attention to Schleswig-Holstein, the border area between the two countries.

The final coup came in 1864 when German armies crushed Danish oppositions, and established German rule over a large part of what had been Denmark. The latter lost two fifths of her land and a third of her population. These events created the environment in which the folk high schools were to take root.

Gundtvig and the men of his generation were passionately anti-German. They sometimes qualified their views by adding that it was governments they disliked, not individual Germans—a useful intellectual loophole which makes little practical difference. On one occasion, for example, Grundtvig likened Denmark to ,, a beautiful young girl who is molested by a German warrior ''.

Faced with this threat, *Grundtvig* believed—and this became the ideological corner stone of the folk high schools—that to avoid cultural genocide, a people had to be conscious and proud of their past. And in Denmark's case it was the Nordic past.

He did not, as cruder nationalists and historians have done look back to some kind of Golden Age. Awareness of the past, he hoped, would help the development of social pride in the present. While this is perhaps a commonplace of the teaching of history, it was in his method that novelty lay. The poor, the peasantry, could only be awakened through ,, the living word ''. By this he meant the use of the native language in oral teaching.

Skilled teachers could awaken students through skillfull exposition of Danish history, traditions, and literature. These students, away from the hard work on farms, would come to realize not only intellectually but emotionally, that living language, their past, and the development of a good society were intertwined. Education would live.

The corollary was that books, as the chief agents of the turgid classical education of his day, were rejected as ,, dead words ''. The latter bore no relation to the experience of people and were consequently unintelligible.

From the first folk high school, built near the border in 1844 as ,, a spiritual fortification against the Germans '', the movement grew steadily especially after the 1864 disaster. Slowly, Denmark recovered and prospered. The famous co-operative movement, eminently succesful farming, and the creation of a sound democracy—all of these were made possible through the liberal education of the folk high schools. And, of course, the restoration of South Jutland to Denmark after the First World War was the culmination of 60 years of studied cultural resistance.

Such are the claims of the supporters of the schools: but these are bold claims. The evaluation of the effectiveness of the school movement, and the demonstration of links between its work and the remarkable regeneration of Danish society, presents the social scientist with formidable problems. There is no doubt though, that many Danes feel that the high school has been as effective as its admirers have claimed. The fact that these claims have not been subjected to intellectual scrutiny does not mean that they are inadmissible. The task of analysing intellectually the effects of the system does indeed exist.

But the investigator must start with the incontrovertible fact that Denmark today is a small, strong and independant nation, with an impressive liberal tradition. And that 100 years ago it seemed likely that it might join other small nations sinking into oblivion, or at least have to submit to a political and cultural domination which would make it nondescript rather than an exemplar of effective education.

One cannot understand the folk high schools without reflecting on the historical events which have been outlined. But it would be a mistake to suppose that the folk high school is a mausoleum, a place for the educational archaeologist. The system is alive, and very active. There are about 80 schools at present. Each year about 9.000 people attend, the majority of whom are under 25. Success in recruiting young people on such a scale is, in itself quite remarkable.

Although there are some short courses of about a week, the bulk last for between four and six months. The courses are liberal, non-vocational, and involve no examinations. The schools are given Government aid, and are subject to inspection. Despite this, there is no Government interference in the management of the school, each of which is autonomous.

But what is their task today, since their historic aim—to keep Denmark alive—has been apparently accomplished? Because of their autonomy, answers vary from school to school. Some encourage students to think seriously about the directions in which Western democracy is moving, examining such questions as the uses and abuses of power. Others debate Denmark's role in the modern world. Some are Marxist, and study socialist theory in depth.

An interesting innovation is a "travelling" high school, the syllabus of which is focused on a given country or areas. The course culminates with a visit to that area, in vehicles, the maintenance of which has wisely been made part of the subject matter of the course.

The schoolmen have always believed that the development of Denmark provides lessons for other countries, especially those which are rural or small. An important manifestation of this is the excellent International People's College at Elsinore. This was established in 1921, in the aftermath of war, to make a contribution to peace and understanding by drawing upon the best in the high school tradition. These representative developments are diverse. Their common denomination lies in their attempts to deal with the central question of man in his social environment.

The Danish folk high school has a good deal to teach adult educators in other countries. This need not lead to the creation of structurally identical establishments, although this has been done. It is apparent, however, that such imitation can only be moderately successful, since the Danish establishment is very much a product of a configuration of historical events.

In England, for example, Fircroft College was established as a replica of the folk high school, and aimed at recuiting rural students. Because of the different social structures of the two countries, however, the Fircroft students eventually came from industrial backgrounds. There are more important and general lessons.

The folk high school demonstrates to adult educators that it is possible to develop a

dynamic relationship between education, specifically adult education, and society. It has tried to help people understand their links with each other and with the past. Therefore, although academic in approach, it is not morally neutral, but rather abrasive and activist. Throughout its history the school system has tried to expose threats to social well-being; whether these come from imperially minded Germans, or Danes anxious to secure and retain disproportionate amounts of power over their fellow-countrymen.

On a more practical level, decision-makers in adult education might consider the value of autonomy, which creates an invaluable concomitant, freedom from unproductive government, or any other, intervention. Such autonomy, of course, is a bolthole for the idle, but it can lead to experimentation, and to an initiative which large and increasingly bureaucratic adult educational organizations find difficult to take.

(*The Times Higher Education Supplement*, no. 360 (1978), p. 12).

485. SWEDEN - SUÈDE

The country's seventh university, based in Ultuna, just outside Uppsala, has been inaugurated by King Carl Gustaf. The new institution, known as the University of Agricultural Sciences, is an amalgamation of several specialist colleges motivated by the need for closer research collaboration. With faculties in agronomy, forestry and veterinary medicine, the Universities in agronomy, forestry and veterinary medicine, the University has 3300 employees, 2500 students, and expects an annual intake of 460 first-year students.

Fifty departments, distributed nationwide, include a veterinary hospital, biomedical centre, ecological environment protection centre, genetic research laboratory and wildlife research centre. Unlike other universities in Sweden, it will be under the jurisdiction of the Ministry of Agriculture.

— The majority of Swedish children with educational difficulties or handicaps currently attend ordinary schools and are taught together with other pupils, according to a survey from the Swedish Institute. It says this is in line with the principle that the education of such categories of pupils should be marked by integration and coordinated remedial teaching. This aspect of education has evolved to the point in Sweden where it is difficult to draw a dividing line between different categories of pupils, the survey says.

Spot checks indicate that 22 per cent of comprehensive school pupils receive remedial teaching at any one time and that 35 to 40 per cent receive some such teaching during the course of the year.

Remedial teaching is not regarded as a specialist activity here nor is it discussed in isolation. Instead the emphasis is on how it can be planned by teachers and pupils to ensure maximum individual involvement. For this reason the concept of the remedial class is not dealt with in planned curricular reforms.

Remedial classes in the conventional sense have been replaced to a growing extent by coordinated remedial teaching clinics where attendance can vary from one hour weekly to several hours daily and where teachers are in charge of one or two pupils only. Place-

ment in the clinics is purposely undramatic and pupils are removed from them the moment they are considered to have overcome their particular difficulties.

Observation clinics, described in the survey as temporary supportive measures, are for socially maladjusted pupils who frequently spend the whole day there throughout the term. Here too the aim is to return pupils to [illegible]al classes as soon as possible.

The changing pattern in remedial education is reflected in a 1975 survey which showed that remedial classes, which had been expanded until the mid 1960s, then accounted for only 30 per cent of remedial teaching resources, compared with 60 per cent for clinics and 10 per cent for education. Subsequently the balance has shifted still further towards the latter two categories.

The bulk of resources are concentrated on junior and middle levels with a marked falling off in the higher grades of the comprehensive school. The survey says coordinated remedial teaching in Sweden has broadened its scope to enable pupils to also receive highly particularized help in individual subjects.

(*The Times Educational Supplement*, no. 3308 (1978), p. 17).

492. NETHERLANDS - PAYS-BAS

— Ten of the 12 universities and technical high schools which fall under the direct budget influence of the Ministry of Education have signed an agreement concerning their education and research tasks and likely budget allocations for the period 1979 to 1983.

Two universities, the Catholic University of Nijmegen and the city University of Amsterdam, have refused to sign.

The main terms of the agreement are that the higher education sector shall accept some 25 to 30 per cent more students without any real increase in resources. Facing the problem of how to accomodate rapidly increasing numbers of applicants until the decline in the birth rate starts to make its influence felt among the 18-plus age cohorts in the late 1980's, the Dutch have decided to try to tunnel through the ,, hump '' in the demographic curve.

According to the Minister of Education, Dr *Arie Pais*, this will necessitate increased productivity on the part of dons in the order of four to five per cent.

Because of the accepted importance of scientific and technological discovery—coupled with industrial spin-offs in the Netherlands—university research is to be seen as a separate task, independent of student numbers in terms of funding.

(*The Times Higher Education Supplement*, no. 361 (1978), p. 6).

493. BELGIUM - BELGIQUE

— The Belgian and Dutch Associations for Applied Linguistics (ANELA and BVTL/ABLA) organised a conference in Diepenbeek (Hasselt), Oct. 28, 1978, which was devoted to ,, testing ''. The following papers were presented:

- *J. Van Weeren*: ,, Taaltoetsen, kloof tussen vraag en aanbod '';
- *M. Spoelders*: ,, Taalattitudemeting in theorie en praktijk (TAS) '';

- *L. Engels*: „Pedagogical grammar as applied semiotics";
- *H.W.M. vanden Nieuwenhof*: „De validiteit van luistertoetsen";
- *H. Wesdorp*: „Over het toetsen van het schrijfvermogen in het moedertaalonderwijs";
- *L. Nienhuis*: «L'évaluation de l'expression orale: problèmes et solutions»;
- *J. Noël*: „MC-testing of advanced writing in EFL".

— The Belgian Association for Applied Linguistics organised the „Eerste sociolinguïstendag" (first sociolinguistics-day) at the University Campus of Kortrijk, Nov. 25, 1978. The following papers were presented:
- *C. Braecke*: „De verwaarlozing van het tekstaspect in de naïeve deficietopvatting";
- *J. Creten*: „Lexicale interferentieverschijnselen in het ABN van verschillende bevolkingsgroepen te Sint-Truiden";
- *L. Beheydt*: „Toetsing van de Bernstein-hypothese aan het taalaanbod van Westvlaamse moeders aan hun taalverwervende kinderen";
- *P. Nelde*: „Over de taalproblematiek van Oost-België";
- *P. Van der Plank*: „Nederlands versus Fries in Friesland";
- *R. van Hout*: „Nederlands tussen dialect en standaardtaal. Een sociolinguistisch onderzoek in Nijmegen";
- *P. van de Craen*: „Diglossie, standaardtaal en communicatieve competentie";
- *W. van Langendonck*: „Sociolinguïstische kenmerken van de bijnaam in een Zuidbrabants dialekt";
- *M. Spoelders & F. van Besien*: „Over opvoeden gesproken. STIP (School - Taal - Interactie - Project);
- *R. Willemyns*: „Een onderzoek naar taalgebruik en taalgedrag bij Vlaamse universitsstudenten";
- *K. Deprez, L. Nauwelaers, G. De Schutter & D. Vinke*: „Taalattitudes in Antwerpen en in Rotterdam".

494. SUISSE - SWITZERLAND

— An der Universität Bern, Abteilung Pädagogische Psychologie, werden die folgenden Dissertationen vorbereitet unter der leitung von Prof. Dr. H. *Aebli*:
- *M.A. Berberat*: «Structures linguistiques et structures mathématiques dans l'exercice de mathématiques»;
- *M. Heer*: „Die Episodisch-beschreibende Anleitung zum Aufbau von Begriffsinhalten, am beispiel Tierfabel";
- *V. Aeschbacher*: „Zur psychologischen Realität des Themas beim Lesen"

497.1. YOUGOSLAVIE - YUGOSLAVIA

— Une université a été créée à Mostar, ce qui porte à dix-huit le nombre des universités du pays. Fondée en date du 11 février 1977, l'Université Dzemal Bijedic est régie par

une Assemblée, un Comité exécutif et son recteur; elle comporte actuellement une faculté de droit, une faculté d'économie, une faculté de mécanique, une académie pédagogique / école d'instruction supérieure, un Centre de recherche et de développement agricole et un institut du tabac. Trois autres facultés sont prévues, en lettres, en génie civil et en biotechnologie. Elle compte 5.000 étudiants (dont 2.200 par correspondance), et a utilisé, pour sa première année d'activité, les services de 125 enseignants, professeurs et assistants.

569.4. ISRAËL - ISRAEL

— The Council for Higher Education has approved an application for the University of Haifa to award doctoral degrees in psychology. The new programme, which is to be introduced in the 1978/79 academic year, will enable the University to further the work already undertaken by its psychology department in areas such as psycho-pharmacology and psychological stress. In approving the application, the Council for Higher Education noted that the University library was well-equipped to meet the demands of high-level research and instruction and that the laboratories were of the high standard required for training doctoral candidates.

620. EGYPT - EGYPTE

— A Conference on the Role of Universities in Adult Education was organized by the Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC) from 21 to 26 January 1978.

The conference, which brought together 28 participants from both Arab and other States, urged Arab universities service and development, inviting them to encourage appropriate links between university curricula and research programmes, on the one hand, and the needs of community institutions, on the other. Another recommendation was that Arab universities should assume a leading role in the training of the manpower required for adult and non-formal education as well as in the implementation of scientific research in these fields with regard to lifelong education.

Furthermore, it was proposed that the Centre should organize, in co-operation with one of the Arab universities, a one-year residential course leading to a higher diploma in adult education, with a view to the subsequent establishment of a university college for community education serving the Arab States. The conference recommended that such a college should provide training in the field of adult education, award degrees, carry out scientific research and offer technical advice to other community institutions. It should also attempt to engage in international co-operation with other organization, institutes, centres and universities throughout the world.

(*International Association of Universities*, Vol. XXVI, no. 3 (1978), pp. 197-198).

SUDAN

— The teaching of mathematics at university level was discussed by the International

Conference on Developing Mathematics in Third World Countries, held in Khartoum from 6 to 9 March 1978.

The Conference brought together 117 participants from 33 countries. It emphasized the need for mathemathicians to become more involved in solving the problems of their respective societies. Consequently, two of its principal recommendations were, first that mathematics departments should try, when designing courses, to strike a balance, between fundamentals and applications of mathematics appropriate to their countries' needs and, secondly, that practical training during undergraduate study might be desirable for students aiming at industrial or governmental careers.

Stressing the importance of postdoctoral activities, the Conference recommended the establishment of exchange programmes between faculties of developed and Third World countries. It was hoped that such programmes would attract mathematicians who were sufficiently experienced to benefit from this kind of international activity, as well as those who required special research facilities unavailable in their home countries. Furthermore, it was urged that programmes should be introduced to provide advanced staff training, which would be relevant to the needs of society, by means of study leave, short courses, seminars, and visits to different kinds of educational and project centres.

It was also recommended that every university should have a school of mathematical sciences incorporating most, if not all the relevant disciplines including pure and applied mathematics, statistics, computer science, and operational research. The Conference considered that the services of this kind of school should subsequently be extended to other faculties such as economics, engineering and science.

(*Association Internationale des Universités*, Vol. XXVI, no 3, p. 192).

663. SÉNÉGAL

— Les information ci-dessous traitent du développement de l'Université de Dakar. La durée des études nécessaire pour l'obtention des diplômes de licence en droit et en sciences économiques va être ramenée de quatre à trois ans. Cette modification est introduite en vue d'harmoniser les cycles d'études dans différentes disciplines scientifiques : licence en trois ans et maîtrise en quatre ans.

Un nouveau diplôme d'études approfondies de géologie appliquée, mention hydrogéologie, a été créé à la rentrée universitaire 1977-78. Le programme comprend des cours d'hydrogéologie, de géotechnique, de pédologie, etc., des travaux dirigés en laboratoire (hydrochimie, cartographie) et sur le terrain; deux stages de quinze jours chacun, de nature thématique, dans deux organismes différents s'occupant de problèmes hydrogéologiques. Il est en outre demandé à chaque étudiant de travailler à plein temps en laboratoire et sur le terrain.

L'Université de Dakar va par ailleurs compter deux nouveaux instituts : l'Institut de nutrition infantile, et l'Institut de recherche Souleymane Fall. L'Institut de nutrition infantile s'occupera d'abord de recherche appliquée, mais dispensera aussi ultérieurement un enseignement de la nutrition dans le cadre du département de pédiatrie de la faculté de médecine.

L'Institut de recherche Souleymane Fall aura trois fonctions : organiser la recherche en mathématiques pures : définir des thèmes de recherche en mathématiques appliquées au développement technologique et économique ; former des chercheurs en organisant des stages, des séminaires et des colloques.

(*Association Internationale des Universités*, Vol. XXVI, no. 3 (1978), pp. 191-192).

— « Les innovations éducatives en Afrique nous fourniront, du fait de leur diversité enrichissante, et grâce à NEIDA, les outils nécessaires à l'élaboration de moyens techniques susceptibles de transformer de manière positive l'ensemble de la vie et de l'environnement de l'humanité. L'éducation a un rôle fondamentalement humaniste ».

Ce rappel de la nature essentielle de l'innovation éducative a été fait par S.E.M. *Abd'el Kadar Fall*, Ministre de l'éducation nationale du Sénégal, lors de l'ouverture de la première Réunion consultative régionale du Réseau d'innovation éducative pour le développement en Afrique (NEIDA). Cette réunion, qui est tenue en juin 1978 à Dakar, au bureau de l'Unesco pour l'éducation en Afrique, a été chargée de passer en revue et de mettre au point le programme détaillé des activités de NEIDA pour la période 1978-1981, ainsi que l'identifier les institutions nationales qui constitueraient le réseau opérationnel. Elle aurait également à conseiller des activités qui pourraient être financées par d'autres sources.

Les participants à cette réunion étaient des experts en innovations éducatives pour le développement, provenant des plusieurs pays africains; des chefs de sous-réseaux régionaux étaient également invités à y participer à titre personnel. Des observateurs et des représentants de l'OUA, du PNUD, de l'UNICEF, de l'OIT, de l'AUPELF, de la République fédérale d'Allemagne et de la Banque africaine de développement ont également participé à la réunion. Le Bureau a reçu l'assistance du personnel de l'Unesco de Breda, Paris, Genève, Beyrouth, Bangkok et Santiago.

Les participants ont élu président *M.I. Kone* (Sénégal), les trois vice-présidents étant *M.J.M. Akintola* (Nigérie), Mme *L. Boal* (Guinée-Bissau) et M. *O.M. Seheri* (Lesotho). M. *F. Richard* (Maurice) a fait fonction de rapporteur et M. *Olu Ogunniyi* (coordinateur de NEIDA) de secrétaire.

Les participants à la réunion ont examiné un certain nombre de secteurs prioritaires.

— L'éducation et le travail productif a été considéré comme le point plus important, car il est apparu non seulement qu'il convenait d'examiner l'éducation africaine traditionnelle, qui associe l'éducation au travail, mais également que les actions de NEIDA dans ce domaine devraient s'étendre à tous les niveaux de l'éducation, y compris l'université, car si l'enseignement universitaire est pour la minorité, ses services sont pour la majorité.

— L'adaptation de l'éducation aux besoins du développement rural a fait l'objet d'une attention spéciale de la part des participants. Certains d'entre eux, pensant que cette formule pourrait impliquer un type d'éducation différent pour les zones rurales, ont proposé que le titre soit « l'éducation pour le développement dans les zones rurales ».

— L'administration et l'inspection des systèmes d'éducation, ainsi que le constatèrent les participants après avoir envisagé diverses méthodes pour aborder le sujet, seront trai-

tés en 1979 par la Conférence internationale de l'éducation organisée par le BIE.
— La formation et le recyclage du personnel enseignant ont constitué un sujet de vaste portée, impliquant l'examen du statut des enseignants, ainsi que des ressources et des méthodes, en qualité et en nombre suffissants, pour leur formation. Les participants ont appuyé les vues selon lesquelles un échange d'expériences entre l'Asie et l'Afrique serait utile dans ce domaine.
(*Innovation*, No. 19 (1978), p.1).

666.8. CÔTE D'IVOIRE - IVORY COAST

— Une Ecole de pharmacie a été créée à l'Université nationale de Côte-d'Ivoire à la rentrée universitaire 1977.

Les enseignants de première année sont les seuls dispensés pour le moment. Trente-et-un étudiants se sont inscrits pour cette première rentrée. La durée totale des études sera de 5 années, qui seront créées successivement au cours des quatre années à venir. Tout en assurant un enseignement conforme au contenu du diplôme français, la nouvelle Ecole est caractérisée par un souci d'adaptation aux réalités ivoiriennes. Ainsi, dès la première année, l'accent est mis sur la botanique générale pour permettre de donner un développement particulier à l'étude taxonomique de la flore africaine : il est d'autre part organisé dès la première année d'études, un enseignement pratique et dirigé de secourisme et d'hygiène du milieu, qui est complété en deuxième année par des notions d'urgence et d'assistance médicale; au cours de la troisième année, les étudiants reçoivent un enseignement de sémiologie et de pathologie générale commun aux études de médecine et de pharmacie. A l'enseignement classique sur les plantes médicinales s'ajoutera une étude des plantes tropicales utilisées dans l'alimentation. La formation en parasitologie sera abordée dans une optique plus pratique que théorique en raison du contexte local. Enfin, les étudiants devront effectuer cinq stages diversifiés totalisant 26 semaines (4 x4 semaines et une fois 10 semaines). Le premier stage reste le stage officinal d'initiation professionnelle; l'étudiant doit y percevoir au travers de l'acte pharmaceutique, la responsabilité du pharmacien à côté du médecin et face au malade. En deuxième année, il s'agit d'un stage de santé publique en milieu rural, qui doit permettre un contact étroit avec les médecins, les sages-femmes, les infirmières et les assistantes sociales et déboucher sur l'étude du milieu et du comportement (hygiène, diététique, habitat, etc...), de leurs répercussions au niveau de la santé de l'individu, et, enfin, sur le rôle d'éducateur sanitaire et social du pharmacien. Le troisième stage porte sur la pharmacie hospitalière, l'approvisionnement et médicaments des grandes collectivités et la gestion des stocks. Le quatrième stage est orienté vers la biologie médicale en milieux hospitalier et privé. Le dernier, enfin, est une préspécialisation optionnelle : officine, biologie ou industrie.

La première promotion de pharmaciens formés en Côte-d'Ivoire sortira en juin 1982. Entretemps l'Ecole sera devenue la Faculté de pharmacie d'Abidjan. Celle-ci sera la première faisant appel à une conception originale et la deuxième faculté francophone d'Afrique de l'Ouest en ce domaine.
(*Association Internationale des Universités*, Vol. XXVI, no. 5 (1978), pp. 190-191).

680. SOUTH AFRICA - AFRIQUE DU SUD

— Evidence of an upward trend in the schooling of Africans in South Africa is revealed bij the fact that African children are, generally speaking, now staying longer at school.

According to the Minister of Education and Training, Mr *W.A Cruywagen*, there was an all-round increase of 140 per cent in the enrolment of pupils in African secondary school in the past couple of years.

Welcoming this as a sign that educational standards among the black population were rising, the Minister sait that it pointed to the urgent need to improve the quality of teaching. Particular attention would have to be given to this aspect and to the provision of more and better training facilities for African teenagers.

The Minister added that, among the steps already being taken in that direction, was the encouragement of African teachers in service to improve their qualifications. More than 24.000 of them are at present attending adult education courses.

Better salaries for teachers and the narrowing or total elimination of the gap between white and black salary scales, it has long been felt, would be a further incentive to a higher standard of teaching in African schools.

A pointer to such a possibility was given in another educational area when it was announced recently that as from next year the principle of equal pay for equal work applied to teaching staff of all races at all South African universities.

(*The Times Educational Supplement*, no. 3307 (1978), p. 14).

— At the University of Natal, Durban, *B. Crossley* is preparing a doctoral dissertation on „A Study of matriculation script in Physical Science". Supervisor is Prof. Dr. *F. Hayward*.

— At the university of Natal, Pietermaritzburg, the following doctoral dissertations in experimental education are in progress:

- *F.E. Auerbach*: „South African school enrolment patterns (1920-1970) and problems of early leaving in African, Coloured and Indian schools" (tutor: Prof. *A.M. Barrett*);

- *G. Kendall*: „CCTV as a training and self-evaluating medium with special reference to a course for graduate teachers" (tutor: Prof. *J. McG. Niven*);

- *G.W. Watson*: „Some developments in the teaching of mathematics at secondary school level in the U.S.A. and Great Britain with particular reference to lessons to be learned in the South African context" (tutor: Prof. *J.McG. Niven*);

A course in Educational Administration has been introduced at the level of Bachelor of Education. This is a post-graduate first degree in Education.

71. CANADA

— Compulsory province-wide testing of university entrance candidates in English (or

French) and mathematics is propored by the Ontario gorvernment in an important policy paper on the transition from secondary school to college or university.

The document, prepared by the Ministry of Education and the Ministry of Colleges and Universities of Colleges and Universities, assumes the retention of ,, Grade 13 '' as the final year of high school. Thus Ontario, Canada's biggest and richest province, will remain out of step with the rest of English-speaking North America, where secondary education ends at Grade 12.

Although there are arguments in terms of uniformity for stopping schooling at Grade 12 in Ontario too, it was evidently felt that the political repercussions of removing a year of secondary education would be too great at a time when, for demographic reasons, high school enrolments are beginning to fall.

However, the documents does talk of Grade 13 specifically as a university preparatory year and not just as the fifth and final year of secondary education. Therefore its curricula and grading can be tailored for university entrance.

The Ontario governed has circulated its ,, working paper '' to the province's universities, colleges, schools and educational groups for comments. The Minister of Education, *Thomas Wells*, and the Minister of Colleges and Universities, *Harry Parrott*, are expected to convert its recommendations into formal government policy later this year, for implementation in 1979-80.

The paper says all Grade 13 pupils should have to write tests in their first language (English or French). They would include multiple choice questions and essays marked by secondary and post-secondary teachers.

The mathematics tests would be taken by all students enrolled in one or more Grade 13 maths courses. Everyone would do a general mathematical paper and additional papers on their specialist subjects (algebra, calculus, and relations and functions).

The new test can be seen as a partial reintroduction of Ontario's old Grade 13 examinations, which were abolished in 1967. However a government spokesman said they would be very different in form, with the emphasis on standardized testing of writing and maths, whereas the old exams were based on a set high school curriculum.

The working paper says the first purpose of the proposed tests is to introduce ,, greater equity in admission to limited enrolment university programmes ''.

A government research study of the interface between secondary and higher education, on which the paper is based, found ,, an appreciable variation in marks from school to school ''. Since the abolition of the old Grade 13 external examinations, university admissions officers have had to rely entirely on these variable school marks—to the disadvantage of candidates from schools with tougher marking policies.

Other proposals in the working paper include:

- Establishment of eight subject councils to improve coordination between the schools and the universities and colleges on matters related to curriculum, standards, and evaluation methods.
- A uniform scale of marks/grades in universities, colleges and schools.
- Government funding for universities and colleges to develop ,, post-admission placement and diagnostic tests ''.
- Withdrawal of funding from ,, preliminary year '' programmes run by four universities at a level equivalent to Grade 13 in high schools.

(*The Times Educational Supplement*, no. 3285 (1978), p.10).

— An interdisciplinary Centre for the Study of Postsecondary Education was established in 1977 by the Faculty of Education at the University of Alberta.

The purpose of the new centre is to administer the graduate diploma in postsecondary education and to co-ordinate the development, in this field, of new programmes, research, and service activities within the Faculty. The activities of the Centre are being guided by a special policy committee.

The graduate diploma is intended to meet the needs of those interested in teaching or in assuming administrative roles in postsecondary education. However, the centre will emphasize the importance of service activities as opposed to formal programmes of instruction. Faculty members are already involved in work which has considerable significance at postsecondary level including staff development projects in colleges and other institutions, consultation with business and industry on training needs, service on government advisory boards related to occupational training, and the planning of conferences and workshops. The centre is extending considerably this latter field of activity and has organized four workshops designed for those involved in adult and continuing education.

The centre also intends to intensify systematic research into the postsecondary educational needs of a rapidly developing industrial society. In focussing on specific problem areas, this research could influence policy development in the field. Furthermore, it is hoped that the centre will facilitate the work of faculty members engaged in individual or collaborative projects and provide a resource base for visiting scholars and researchers. (*International Association of Universities, Vol XXII, no. 3 (1978), p. 193*).

72. MEXICO - MEXIQUE

— Désireuse de développer les échanges universitaires au niveau national et international, l'Université nationale autonome du Mexique (UNAM) a, sur l'initiative de son Recteur, M. *Guillermo Soberón*, crée en septembre 1977 un nouvel organe intitulé Direction Générale des Echanges Universitaires.

Il assume dorénavant les fonctions exercées jusqu'alors par la Commission d'établissement de projets nouveaux, la Commission des échanges universitaires et la Commission des bourses, lesquelles cessent d'exister. Sa mission consiste notamment à promouvoir les échanges universitaires entre l'UNAM et les autres universités ou institutions culturelles mexicaines ou étrangères, à effectuer les études nécessaires à la préparation d'accords interministériels d'échanges et de collaboration universitaire avec d'autres universités mexicaines, à publier des brochures d'information, notamment pour les étudiants étrangers désirant s'inscrire à l'UNAM, à attribuer et à administrer les bourses octroyées par l'UNAM à des étudiants mexicains ou étrangers, à fournir dans les domaines de sa compétence des services consultatifs au Recteur et au Secrétaire général de l'Université. Il convient d'ajouter à ses activités la publication, depuis le début 1978, d'un bulletin trimestriel intitulé "*Boletín informativo de la Dirección General de Intercombio Académico*", qui contient notamment des informations détaillées sur le programme de coopération universitaire mis au point par l'UNAM avec diverses institu-

L'objectif de ce programme, qui a débuté à la fin de 1975, est de contribuer à développer et à renforcer l'infrastructure des universités dépendant des Etats en mettant à leur disposition les ressources de l'Université nationale autonome du Mexique. La première étape du programme a vu la conclusion d'accords de coopération avec les Universités autonomes des Etats de Morelos, Nayarit, San Luis Potosí, Querétaro, Yucatán, Chiapas et l'Université Michoacana de San Nicolas de Hidalgo. Les institutions suivantes se sont jointes au programme en 1977 : Universités autonomes de Tabasco Chihuahua, Hidalgo, de l'Etat de Mexico, et de Basse-Californie (Nord), ce qui porte donc à douze le nombre d'accords conclus pendant la période allant de juillet 1976 à janvier 1978.

Les activités bilatérales se sont, dès le début, développées sur la base de programmes de travail souples, en fonction des souhaits exprimés par les institutions bénéficiaires, lesquels ont donné lieu à l'organisation des cours et programmes suivants : systématisation de l'enseignement des sciences de base: biochimie, physico-chimie, spectroscopie (programmes consultatifs destinés à résoudre les problèmes relatifs à l'acquisition, à l'utilisation et à l'entretien de l'équipement scientifique et/ou didactique des universités); cours de planification universitaire (dès le premier trimestre 1978); cours destiné aux enseignant des écoles d'infirmières et visant à leur donner les connaissances nécessaires à la création de centres de développement communautaires dans les régions rurales; cours de formation de personnel de bibliothèques. Aux cours de courte durée s'ajoutent des initiatives à moyen terme (services consultatifs pour l'organisation de nouveaux départements ou écoles, ainsi que de nouveaux enseignements, soutien apporté au développement de recherches liées à des problèmes régionaux et/ou locaux).

(*Association Internationale des Universités*. Vol. XXVI, no. 3 (1978), p. 195).

729.2. JAMAICA

- *M.A. Hamilton*, University of the West Indies, Mona, took her doctoral degree in education with "A study of certain personality, educational ena environmental variables associated with science orientation in a selected sample of 5th form students in secondary schools of Jamaica". Supervisors were Dr. *L.H.E. Reid* and Dr. *A. Philips*.

73. U.S.A. - É.U.A.

— *Charles E. Bidwell* and *Douglas Windham* have been named Co-Directors of the newly established Education Finance and Productivity Center at the University of Chicago.

— *James K. Brewer*, Professor at Florida State University, has been named head of the new Department of Educational Research, Development and Foundations.

— *James Steve Counelis*, Professor of Education at the University of San Fransisco, has been named third prize winner of the 1978 Norbert Wiener award for his essay "Infor-

mation and the Unity of General Systems Theory and Cybernetics.".

— *Donald R. Cruickshank*, Professor at Ohio State University, has received a 2-year grant of $136,000 from the Ohio State University and the Exxon Education Foundation to develop and field test the notion of Reflective Teaching.

— *Ted Holdaway*, Professor of Educational Administration, University of Alberta, and President of the Canadian Educational Researchers' Association for 1976-78, has been appointed Director of the University Office of Institutional Research and Planning. The new CERA President is *Tom Maguire*, Professor in the Division of Educational Research Services of the University of Alberta.

— *Huynh Huynh*, Associate Professor at University of South Carolina, has been awarded a two-year $141,000 grant from NIE to study several technical problems in domain-referenced mastery testing.

— *Lotus M. Knief*, Professor of Educational Phychology and Director of the Information and Instructional Studies Program of the College of Education, University of Arizona, was awarded the Outstanding Computer Educator Award at the 16th Annual Convention of the International Association for Educational Data Systems.

— *Barbara Larrivee*, Assistant Professor of Special Education at Rhode Island College, has been awarded a 3-year grant for $225,000 from the Bureau of Education for the Handicapped (BEH) to validate teaching behaviors which effect positive change in the special needs child's performance in the regular classroom.

— *Melvin R. Novick* has been elected President-Elect of the Psychometric Society. He will succeed to the presidency in 1979.

— *Fred Ohnmacht* and *Richard Allington* of the State University of New York at Albany have been named Editor and Associate Editor, respectively of the "Journal of Reading Behavior", the research quarterly of the National Reading Conference.

— *Penelope Peterson*, Assistant Professor of Educational Psychology, University of Wisconsin—Madison, has been named to the Policy and Planning Committee of the Wisconsin Research and Development Center for Individualized Schooling.

— *Donald K. Sharpes*, formely Associate Professor at VPI, Dulles, has been appointed professor at both Utah State University and Weber State College, in addition to being named Director of the Inter Institutional Graduate Program in Teacher Education.

— *Wimburn L. Wallace*, Vice President of The Psychological Corporation, and *William W. Turnbull*, President of the Educational Testing Service, recently received honorary fellowship from the City and Guilds of London Institute for the Advancement of Technical Education for their contributions to education and educational measurement.

— Un compte rendu de la deuxième Table Ronde de l'Association Internationale des Universités (A.I.U.) est publié comme supplément au volume XXVI, no. 3 du Bulletin de cette Association. La table ronde s'est tenue à Philadelphie le 6 avril 1978 et avait comme thème „l'Enseignement supérieur - Problèmes d'accès et problèmes de financement et de gestion". Elle était présidée par *M.R. Gaudry*, président de l'A.I.U.

— A report of the second Round Table of the International Association of Universities (I.A.U.) was published as a supplement to volume XXVI, nr. 3 of the Bulletin of this Association. The round table was held in Philadelphia, April 6, 1978 and had as its theme „Higher Education - Problems of access and problems of finance and management." It was chaired by *M.R. Gaudry*, president of I.A.U.

— The American Association of University Women Educational Foundation is accepting applications for dissertation and postdoctoral fellowship te be awarded to women of the United States who have achieved distinction or promise of distinction in their fields of scholarly work. There are no restrictions as to age of applicant, academic field, or place of study. Deadline for applications is December 15, 1978. For an application form, write AAUW Educational Foundation Programs, 2401 Virginia Ave. N.W., Washington, DC 20037.

— Confronted with the theme, „Urgent issues in American higher education", *John Sawhill*, president of New York University and keynote speaker at the annual meeting of the College Entrance Examination Board, chose not to mention financial problems, strained relations with Government or how to prepare for falling enrolments in the 1980s. Instead, he spoke forcefully of the need to reverse the decline of traditional „liberal education" in the United States.

„It would appear that we have entered an era in which the kind of wisdom imparted by a liberal arts education no longer is highly valued by our society, and is being cast aside in the pursuit of other ends", he said. „If this is the case, the implications of such a turn of events are indeed grave. For the abandonment of the liberal arts raises disturbing questions not only about the role of the university in our society but also about the very foundations of society itself."

Symptoms of the decline include fewer students on liberal arts courses, fewer humanities courses, „often poorly and superficially taught by the least experienced, least qualified and even least interested of our faculties", less funding for liberal education and „a shocking number of our four-year liberal arts colleges forced to close their doors, or to revise drastically their course offerings" he told the 1,200 college presidents and admissions officers assembled at the Waldorf Astoria Hotel in New York.

He placed a lot of the blame of the decline on the federal Government's research grants and other aid to universities, which „have come to dictate to a dangerously large extent where our priorities lie in higher education. In our technology-hungry society, the liberal arts are not high on the list".

Business and industry have accelerated the decline by their research funding and recruitment policies, Dr *Sawhill* claimed, but „we must recognize the cold, hard truth that government and industry could not have influenced higher education so signifi-

cantly without the participation of educators themselves. Proponents of liberal education, in their efforts to respond to the changes taking place around them, often unwittingly provided some of the best arguments against their cause".

Dr *Sawhill* accused liberal educators of capitulating to ,,the trendy and shallow in education . . . in the process they lost the respect of their students their colleagues and, most sobering, themselves".

The third force blamed by the highly regarded young president of New York University was the students of the 1970s, whom the called ,,materialistic, self-absorbed, poorly educated when they reach us, and disdainful of the traditional values the university represents".

(*The Times Higher Education Supplement*, no. 366 (1978), p.5).

— Sur l'initiative du départment de langue française, un Institut d'études françaises a été créé à l'Université de New York.

Cet Institut, dont le financement est assuré, pour moitié, par une subvention de 350.000 dollars sur trois ans accordée par le *National Endowment for Humanities* (Fonds national des lettres) et, pour moitié, par l'Université, permettra aux étudiants en langue française d'étudier, à partir de l'été 1978, la littérature française et les divers aspects de la civilisation et de la culture françaises contemporaines. L'Institut compte recruter chaque année une dizaine de candidats au doctorat et une cinquantaine de candidats à deux certificats de formation et de recyclage, destinés principalement à des professeurs en exercice et aux cadres de la presse, de l'industrie, du commerce, se préparant à une affectation en France. Un accord conclu entre l'Institut et l'Ecole des hautes études en sciences sociales à Paris assurera un échange de professeurs et d'étudiants.

(*Association Internationale des Universités*, Vol. XXVI, no. 3 (1978), p. 194).

— The National Center for Education Statistics, a department of the Education Division of HEW, has published its 1978 edition of ,,*The Condition of Education*". Part One of the publication contains a statistical report, and part two provides an overview of the major program activities for fiscal years 1978 and 1979 that are designed to fulfill NCES goals. Copies of the report will be available by writing to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Stock No. 017-080-01822-5.

— An experimental internship project to boost women and minorities to the ranks of management in educational research and development is underway at Research for Better Schools (RBS) in Philadelphia. Funded by NIE, and under the direction of *Mary V. Brown*, the project. ,,Increasing Participation of Women and Minorities in Education R&D, ,,offers a fully accredited training program in educational research and development management. In addition, a series of three documents have been published by project staff: ,,Management Training Needs of Women and Minorities" ($2.50), ,,Management Training Programs of Women and Minorities" ($7.50), and ,,Women and Minorities in Management - A Survey of Metropolitan Philadelphia Corporations" ($4.00). All three documents are available from Research for Better Schools, 1700 Market Street, Philadelphia. PA 19103.

— At the teachers College Columbia University, New York, the following doctoral dissertations are being prepared under the supervision of Prof. *O.R. Anderson*:
- *K. Lehrman*: „The interaction between clustering ability and communication structure on knowledge acquisition by college students in science";
- *P. Davis*: „An analysis of student dialogue as a function of Piagetian level and task complexity: the role of structure in laboratory settings";
- *M. O'Shea*: „The effects of teacher training in kinetic structure analysis on teacher communicated content";

Prof. *G.C. Bates* sponsored the dissertation by *T.O. Odunusi* on „The performance of Nigerian Children in science-related cognitive tasks: validation of Blooms's taxonomy of educational objectives".

— The following doctoral dissertations in education are being prepared at the University of Minnesota, Department of Educational Administration:
- *Brian Boettcher*: „An Analysis of Superordinate and Subordinate Perceptions of Secondary Principal's Leader Behavior and Its Relationship to Principal's Collective Bargaining Units";
- *Edward Bolstad*: „The Role of Selected Minnesota High School Principals in Teacher Grievance Procedures";
- *Jean Connel*: „District Power Equalizing as an Alternative Method for Public School Financing";
- *Carver Fouks*: „A Model Performance Appraisal and Pay Program for School Administrators";
- *Malcolm Mckay*: „Adolescent Problems: An Examination of the Rank Comparison of the latent Categories of Problems as Defined and Ordered by High School Students";
- *Peter Obermeyer*: „Multi-Employer Collective Bargaining: A Model for Education";
- *Joseph Sahmaunt*: „The Development of Library Programs to Meet the Informational Needs of an Adult Indian Community";
- *Carol Sorenson*: „The Elementary Principal's Role as Perceived by Principals, Teachers and Parents in School Communities of Different Socio-Economic Levels";
- *Dale Wain*: „Attitudes of Local Educational Policy Makers Toward Inter-District Cooperation Through Regional Service Units and the Relationship of These Attitudes to Selected Personal and School District Characteristics".

INFORMATION COMPILED

by

PROF. DR. WM. REITZ and PROF. DR. C. IRWIN

Wayne State University
and graduate students enrolled in courses in Educational
Evaluation and Research, College of Education.

— The Seventeenth Annual Conference on Research in Medical Education (RIME) was held in conjunction whit the 89th annual meeting of the Association of Americal Medical Colleges (AAMC) in New Orleans, Louisiana, from October 25-26, 1978. Topics covering all aspects of medical education ranging from medical school admissions through continuing medical education and faculty development were presented and discussed. Individuals, whose research was accepted by the Planning Committee were assigned to specific groups involved with research in related areas and presented their papers. Proceedings of the papers presented can be obtained fro AAMC, One Dupont Circle, Washington, D.C.

— A new institution has been established which will assist Billingual Education programs. The new United States National Information Clearing-house for Billingual Education will be utilized to meet the needs of thirty-three regional centers. The Clearinghouse will provide materials and information to educators, researchers, the general public, government and bilingual international education programs. The new National Information Clearinghouse is funded and directed under the auspices of the United States Office of Educational and the National Institute of Education.

— The Colorado College for Living has developed a program for the mentally retarded using a staff of volunteer teachers. The curriculum includes classes such as riding the bus and money management. In a typical class, each student contracts to learn a specific task. In money management this contract could range from how to make a monthly budget to how to count change at the grocery store. This program has proven so cost-effective and so humanly meaningful that it is now being duplicated by four other Colorado institutions. The success formula lies in the fact that the students devise their own goals for the program and are committed to achieving their goals in order to expand their living-space.

— An Integrated Arts Project has been developed because of the need to provide tea-

chers and students with alternative teaching and learning experiences by infusing art, music, dance, and drama into the general teaching curriculum for the target population of students in grades K-5.

Students were provided an opportunity for both expressive and thinking approaches to their daily content work. Students, parents, teachers, and administrators feel hat students who have participated in this project have improved their general learning and development of their expressive potential.

Additional information about this project which integrates the arts through affective and cognitive domains may be obtained by writing: Dr. Donald VanEvery - Ass't. Supt. for Instruction; 19120 Cass Ave; Mount Clemens, Michigan 48044; U.S.A.

— *Bell, Max.* ,,Calculators in Secondary School Mathematics.'' *The Mathematics Teacher*, 71 (May 1978), 405-12.

After a brief review of the development of computers and the hand held calculators, the author notes the widespread proliferation and use of calculators in industry, home, and school. A number of possible ramifications with respect to education are discussed including how much effect should calculators have in school, their effect on people out of school, and the effect on formal education after school. A suggested curriculum involving the place and use of calculators is discussed. The article concludes with the need to integrate and accomodate the use of calculators in the mathematics curriculum.

— *Bumstead, Richard,* ,,The Thaler System: A Slice-of-Life Curriculum'', *Phi Delta Kappan*, Bloomington, In., June, 1978, Vol. 59, No. 10, pp. 659-664.

The Thaler System, created by *Barry Grove*, constitutes a ,,revolutionary'' experiment in education by establishing a full-fledged economy, a democratic government and court system which operates alongside the regular curriculum in a small middle school in Vermont. The author points out that the school authorities there suggest that attitudes have improved, discipline is no longer a problem and academic achievement scores are rising, and that the system is now ready for testing in bigger arenas.

— *Mary Lynn Collins*, ,,Effects of Enthusiasm Training on Preservice Elementary Teachers, ,,*Journal of Teacher Education*, Vol. XXIX, No. 1 January-February, 1978, pp. 53-56.

This study was conducted to determine whether or not a training intervention in teacher enthusiasm could increase the level of teacher enthusiasm of preservice teachers. Twenty preservice teachers were randomly assigned for this study. Ten were assigned to the experimental group and ten to the control group. The training sessions consisted of group instruction, peer teaching, and microteaching lasting ten days with the subjects meeting daily for two hours with the instructor. The data present a strong case that it is possible to train preservice teachers to increase their level of teacher enthusiasm.

— *Hart, Leslie A.* ,,The New ‚Brain' Concept of Learning.'' *Phi Delta Kappan* 59 (February 1978): 393-396.

Recent studies into the functioning of the brain are causing some educators to abandon the stimulus-response-reinforcement concept of learning in favor of a ,,program-

ming" concept as suggested by the Proster Theory. Evidence indicates the brain is gated and that it codes and programs information. The Proster Theory suggests that the brain groups programs for related purposes into „prosters" which in turn are arranged in layers or hierachies. Learning, then, is defined by the Proster Theory as the detection, recognition, and extraction of pattern by the brain.

— *Lauri John Hakanen*, „The Stride Program: An Answer to Absenteeism," *Phi Delta Kappan*, January, 1978, pp. 348-349.

The Stride Program (Students and Teachers Rally Interested in Dropout Education) for ninth and tenth grade students, whose negative feelings toward school resulted in a very high rate of absenteeism, was evaluated in this study. The chief purpose was to turn potential dropouts back on to school. Stride students deal with only one teacher in a self-contained situation while studying the basic subjects during an abbreviated (three hours) school day. They also study problems of getting and holding a job during this half day in school. During the other half of the day, they seek employment or work outside of school. An obvious benefit of the program to date is the students new-found interest in school and self. Youngsters who formerly roamed the streets are once again in the classroom. The 1976-77 evaluations of Stride showed that three-fourths of it students have jobs, whereas only half worked the year before.

— *Charles R. Hopkins* and *Gary N. McLean*, „Comparative Effectiveness of Three Capstone Office Education Courses Using In-Class Measures," *Delta Pi Eplison*, April, 1978, pp. 12-22.

This study reports in-class measures of effectiveness for high school seniors enrolled in office procedures, model office, and cooperative office education and their performance in office decision-making abilities, perceptions of the office world of work, and knowledge of business fundamantals and general information. Stratified proportional samples of fifteen schools having model office and fifteen schools having cooperative office education were selected. Intact classes were used. The study revealed that completion of an office education course of study, regardless of the specific capstone course, does change students' perceptions of job knowledge, job qualifications, and total office work perceptions.

— *House, Ernest R; Glass, Gene V.; Mclean, Leslie D.;* and *Walker Decker F.* „No Simple Answer: Critique of the ‚Follow Through' Evaluation", *Educational Leadership* 35 (March 1978), pp. 462-464.

Critical of the conclusion drawn from Project Follow Through, a study carried out through the Stanford Research Institute and the U.S. Office of Education, the authors cite specific considerations which they feel led to the erroneous conclusion that the so-called „basic skills" approach was superior to other methods in the schooling of poor children. Suggesting that misclassification of the early childhood models, inadequate measurements of results and flawed statistical analyses misled the project team, it is stated that reanalysis does not show the Project Follow Through approach to be either superior or inferior to normal schooling

— *Lynch, Bonnie L.*, ,, A Behaviorally Anchored Rating Scale for the Evaluation of Student Performance.'', *American Journal of Medical Technology*, 43, 1 (1977).

This article deals with one of the most difficul· tasks in education. This is the problem of evaluating the student in the affective domain. This problem becomes increasingly acute in professional education and especially so in health care professionals. So much in health care depends on attitudes and behavior as well as cognitive skills. This article discusses a rating scale developed at the University of Kentucky School of Medical Technology to evaluate the clinical performance of Medical Technology students. The scale developed from expected behaviors and critical incidents. It incorporates the critical incident technique of *Flanagan*. The expected behaviors were determined by a panel of judges consisting of twenty-six medical technology educators from ten states. The results are a rather complex but very interesting scale. The scale is specific for medical technology but the technique could be applies to any profession.

— *Orin W. Sadler* and *Nancy R. Dillard*, ,, A Description and Evaluation of TRENDS: A Substance Abuse Education Program for Sixth Graders,'' *Journal of Educational Research*, Vol. 71, No. 3, January-February, 1978, pp. 171-174.

The TREND program (Drug or Substance Abuse) for sixth graders was evaluated in this study. Th s was an attempt to teach prevention through education for preadolescents, using teenagers as teachers. Twenty-five sixth grade classrooms were randomly assigned to either the experimental education program of ... non-treatment condition. The experimental classrooms were objectively taught information on substance abuse by either their regular teachers or teams of two specially trained teenagers. One half of these instructors used a standard lecture method while the other teachers and teenagers employed a specially designed values program which imbedded the information within values clarification exercises. Both sixth graders and adults who worked with them strongly favored the use of teenagers over teachers. A knowledge test given before and after the program did not reveal any significant difference among instructors or methods. A significant improvement for the experimental group was shown over the no-treatment group.

— *Stanley, Julian C.*, ,The Predictive Value of the SAT for Brilliant Seventh- and Eighth-Graders.'' *The College Board Review*, No. 106, Winter 1977-78, 31-36.

In 1971, *Julian Stanley*, director of the Study of Mathematically Precocious Youth at The Johns Hopkins University in Baltimore Maryland began administering the mathematical section of the Scholastic Aptitude Test (SAT) to high ability 12- and 13-year-old youths. By January 1978, 3,500 youths had participated in the program. A large number of youths who reason extremely well mathematically have been identified, studied further, and provided with special accelerative opportunities. The power of the SAT-mathematical scores for identifying 12- and 13-year-old youths who are gifted mathematically and for predicting their success when they are accelerated educationally is evident; there is a need for increased use of the SAT on a national basis by exceptionally able sixth- through ninth-graders.

Synthesizing Work and Schooling: The Roles of Community and Society. (Report

Number 91) Denver, Colorado: Education Commission of the States:

This paper is an outgrowth of the Education Commission of the States Career Education Project. It deals with, in broad terms, the topic of education for work. A major problem with American education, as identified in this paper, is that there is a gap between employment and education. This gap exists not because of any conscious effort to seperate work and school but because of historical-philosophical aspects which allowed the two institutions to develop seperately. Since both education and employment are components of society, we can examine both work and school in their relationship to community to attempt discovery of a synthesizing factor which will bind school and work.

Schools must change in a variety of ways:

1. They must increase parent and community involvement.
2. They must seek consensus on goals of education.
3. They must seek attitudinal changes both within the institution and the students being served.
4. They must make substantial instructional changes.
5. They must develop links with other institutions.

Other institutions must:

1. Give up stereotypes and traditions.
2. Improve working consitions.
3. Overcome financial conservatism.
4. Alter restrictive practices in the world of work.

Society needs unifying and one component of unification is the drawing together of existing institutions. If educational institutions and employment institutions can be brought to operate cooperatively, student and worker alienation will be reduced.

914. PHILIPINES

— Ateneo de Davao School, Davao City, has now been granted university status by the Government. Following this decision taken in November 1977, the institution becomes the third Jesuit school in the country to achieve university status and the thirteenth Catholic university in the Philippines.

941. AUSTRALIA - AUSTRALIE

— Under the supervision of Prof. *E. Scott*, Education Department, James Cook University, Queenland, *K.J. Stevens* is preparing a doctoral dissertation on „A sociological investigation of educational disadvantage in a selected rural North Queensland community, with special attention to educational outcomes for each sex".

— Autralia's education ministers have commissioned an inquiry into educational spending. This two-year A$140,000 project was announced by the Australian Education Council which comprises the seven federal and state education ministers.

The inquiry will investigate the allocations of staff and resources in schools. The work will be undertaken by the Australian Council for Education Research (ACER).

For the first time such a review is being undertaken in conjunction with the New

Zealand Education Department. ACER director, Dr *John Keeves*, commented : ,, It will be of immense value to have eight different systems involved, particularly New Zealand because their approach is quite different.''

He said the inquiry would include the question of greater flexibility in school staffing. ,, An examination of the balance between teacher aides and remedial teachers is a good example of this approach'', he said.

The inquiry will isolate strengths and weaknesses of education. ,, This is a time of change and we need guidelines for the future. There is a move towards devolution of authority and some uncertainty of how fast and in what direction this should go. Now is the time to look for alternative strategies. This is not necessarily a financial move'', said Dr *Keeves*.

The inquiry comes at a time when Australian educationists are acutely aware of the problems of funding. Many Australians believe that education does not give value for money and allegations of waste are constantly present in the media.

In some quarters the inquiry is likely to be seen as a further threat to the Schools Commission which makes recommendations on federal funding for Government and private schools throughout Australia. It is no secret that some members of the ruling Liberal National Country Party coalition see the commission as an expensive luxury, dedicated to big increases in educational spending and would like to see it axed or its powers reduced.

Many members of the Government are also anxious to devolve power away from Canberra and increase state involvement in decision making. This move is likely to find favour with the Minister for Education Senator *John Carrick*, who is also in charge of the Government's federalism plans.

At the Premier's Conference in June 1978, The Western Australian Premier, Sir *Charles Court*, moved sucessfully for a review of the federal Government's role in education, a move opposed by the labour states of New South Wales, South Australia and Tasmania. (In Australia, schools, unlike tertiary education, are a joint state-federal concern.) Any inquiry into economizing in education is bound to be confronted by these controversal issues.

The inquiry will face counter-pressures from the teachers' unions who have been pressing for large increases to education spending. They claim that the Country's annual inflation rate (approximately 6 per cent) means that expenditure on schools is declining.

The past few months have seen a rise in teacher militancy. The Australian Teachers' Federation (ATF) has lead a major campaign against the budget. The New South Wales teachers' federation called a state-wide one-day stoppage, demanding a reduction in face-to-face teaching and more time for preparation and counselling. The strike caused widespread disruption throughout the state.

In the Northern Territory teachers recently stopped work for two hours demanding more money for libraries. Teachers in Western Autralia plan to start in early October a series of strikes to protest at holiday arrangements.

The inquiry will, therefore, find itself stepping through a minefield of potential political and educational explosions.

(*The Times Educational Supplement*, no. 3301 (1978), p.16).

— We received a list of doctoral dissertations in progress at the Faculty of Education, Monash University, Clayton, Victoria:

- *S. Chatiyanonda*: „The evaluation of I.P.S.T. physics curriculum" (Supervisor: Prof. *L.D. Mackay*);
- *H.J. Fearn-Wannan*: „A study of personal and environmental influences on academic productivity in Australian C.A.E.'s" (Supervisor: Dr. *P.L. Gardner*);
- *P.G. Flenzing*: „An investigation of an audiotutorial carrel system, using the STAE and EPI in a search for ATI's" (Supervisor: Prof. *R.T. White*);
- *R.F. Gunstone*: „Structural outcomes of physics instructions" (Supervisor: Prof. *L.D. Mackay*);
- *H.J. Jackson*: „Efficacy of 4 self-reinforcement strategies in improving academic performance" (Supervisor: Prof. *M. Balson*);
- *M.E. Kelly*: „Transitive inference and memory for serial order" (Supervisor: Dr. *M.C. Nixon*);
- *G.C. Leder*: „Fear of success and sex differences in participation and performance in mathematics" (Supervisor: Prof. *R.T. White*);
- *R.A. Lundin*: „The preparation of teacher-librarian" (Supervisor: Dr. *J.T. McArthur*);
- *R.M. McGregor*: „Parental expectations of secondary school control" (Supervisor: Prof. R.W. McCulloch);
- *C.J. McRobbie*: „Cognitive preference in chemistry learning" (Supervisor: Prof. *L.D. Mackay*);
- *R.J. Matthews*: „Accommodation of the neophyte: socialization of trainee teachers" (Supervisor: Dr. *F.J. Hunt*);
- *S.G. Meredith*: „Memory for verbal materials as a function of type of learning" (Supervisor: Dr. *M.C. Nixon*);
- *J.A. Mitchell*: „The impact of an intervention program on the ecology of a middle class school" (Supervisor: Dr. *L. Bartak*);
- *J.M. Owen*: „The impact of a large scale curriculum project in science" (Supervisor: Prof. *R.P. Tisher*);
- *S.K. Sharma*: „Time on task in science learning" (Supervisor: Prof. *M. Balson*);
- *S.J. Symington*: „Classroom outcomes and the responses to observation of natural phenomena" (Supervisor: Prof. *P.J. Fensham*);
- *P. Utavee*: „An experimental study of logical connectives" (Supervisor: Dr. *P.L. Gardner*);
- *S. Wongthonglour*: „The evaluation of the I.P.S.T. physical science inservice training program and the impact of the inservice training on the teaching strategies of teachers in the classroom" (Supervisor: Prof. *P.J. Fensham*);
- *N.C. Dennis*: „Discovery and expository approaches to Geography teaching: An investigation of the cognitive and effective dimensions of discovery and expository approaches to geography teaching in high school" (Supervisor: Dr. *T. Hore*);
- *S.C. Sykes*: „A study of the perceptual bases of specific reading disbility" (Supervisor: Dr. *L. Bartak*).

COMMUNICATIONES

GENERAL SECRETARIAT

OF THE

WORLD ASSOCIATION FOR EDUCATIONAL RESEARCH

SECRÉTARIAT GÉNÉRAL

DE

L'ASSOCIATION MONDIALE DES SCIENCES DE L'EDUCATION

PROF. DR. M.-L. VAN HERREWEGHE

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COMMUNICATIONS OF W.A.E.R.
COMMUNICATIONS DE L'A.M.S.E.

— In Memoriam

Professor Dr phil. Erich FELDMANN left us on September 19, 1978. He was 85. He taught educational science and philosophy at the University of Bonn (German Federal Republic). Since 1966 he was a member of the edictorial board of Scientia Paedagogica Experimentalis. The W.A.E.R. wishes to express its true feelings of sympathy towards Mrs. Johanna Feldmann, his wife, and to Mrs. Renate Feldmann, his daughter.

Le Professeur Dr. phil. Erich FELDMANN nous a quitté le 19 septembre 1978 à l'âge de 85 ans. Il était professeur à l'Université de Bonn (République Fédérale Allemande) où il enseigna les sciences de l'éducation et la philosophie. Depuis 1966 il fut membre de l'éditorial de la revue Scientia Paedagogica Experimentalis. L'A.M.S.E. tient à présenter ses sincères condoléances à Madame Johanna Feldmann, son épouse et Madame Renate Feldmann, sa fille.

— The second meeting of the Council of W.A.E.R. took place in Gent (Belgium), at the General Secretatiat, April 3-4, 1979. The following members were present: KLEIN, KOSKENNIEMI, MIALARET, SANDVEN, SUTHERLAND, and VAN HERREWEGHE. A report of this meeting will be published in the next issue of Communicationes.

La deuxième réunion du Bureau de l'A.M.S.E. a eu lieu à Gent (Belgique) au Secrétariat Général les 3 et 4 avril 1979. Les professeurs KLEIN, KOSKENNIEMI, MIALARET, SANDVEN, SUTHERLAND ET VAN HERREWEGHE y étaient présents. Un rapport de cette rencontre sera publié dans le prochain numéro de Communicationes

— From Carel VANDERTOUW, Research and Planning Directorate Education Department, South Australia we received „A Summer in Europe 1977" (4°, 86-XVI p.). This is a report on the Third International Symposium on Educational Testing at Leyden (Holland), and on the Seventh Congress of the International Association for the Advancement of Educational Research at Gent (Belgium) as well as a record of interviews with educators and others on the European continent during June to August 1977.

INFORMATION CONCERNING MEMBERS OF THE ASSOCIATION
INFORMATIONS CONCERNANT LES MEMBRES DE L'ASSOCIATION

IN MEMORIAM

Miss Esther Giraud informed us on the sudden death of her father, Prof. Dr. J. GIRAUD, University of Lyon (France). Our colleague was the victim of a severe accident, November 23, 1978. The W.A.E.R. wishes to offer its sincere sympathy to Mrs. Giraud, Miss Giraud and the entire family. His colleagues, members of the Association, have lost in Prof. Giraud a co-operator and a friend.

De Mademoiselle Esther Giraud nous avons reçu une lettre dans laquelle elle nous informa du décès inopiné de son père, le Professeur Dr. J. GIRAUD de l'Université de Lyon (France). Notre collègue a été victime d'un très grave accident le 23 novembre 1978. A Madame Giraud, Mademoiselle Giraud, la famille Giraud et leurs amis, l'A.M.S.E. tient à exprimer ses très sincères condoléances. Ses collègues, membres de l'Association, ont perdu en lui un collaborateur et un ami.

New members of our association
nouvelles adhésions à l'association

- BITOMA BIABY, Lubunga Directeur	Département des Recherches en Sciences de l'Education Institut de Recherche Scientifique B.P. 3474 Kinshasa / Gombe Zaïre
- HELLEMANS, Prof. Dr. Mariette	Pedagogische Wetenschappen - K.U. Leuven Seminarie voor Fundamentele Pedagogiek Vesaliusstraat 2 B-3000 Leuven (België)
- IBÁNEZ-MARTÍN, Prof. Dr. José A.	Departamento de Filosofía de la Educación Facultad de Filosofía y Ciencias de la Educación Universidad Complutense Madrid-3 Espagne
- MARTIN, Prof. Yves	Université de Sherbrooke Sherbrooke, Québec Canada J1K 2R1

MPASI A-TEZO LUBAKI, Prof. Dr.	IDP B.P. 4078 Douala Cameroun
- SINAGA, Prof. Dr. Human	Project Inspir Building 32 Science University of Malaysia Minden Penang West Malaysia
- REBOUL, Prof. Dr. Olivier	Université de Strasbourg II 22, rue Descartes 67 000 Strasbourg

Address change in the memberlist of the W.A.E.R.

Changements d'adresse à la liste des membres de l'A.M.S.E.

- BECCHI, Prof. Dr. Egle	Università degli Studi di Pavia Facoltà di Lettere e Filosofia Instituto di Psicologia Pavia Italia
- CLAUSSEN, Prof. Dr. Bernhard	Husumer Strasse 17 2000 Hamburg 20 Bundesrepublik Deutschland.
- DEBESSE, Prof. Dr. M.	Université R. Descartes (Sorbonne) 2 Square François Couperin 92 160 Antony France
- SYSIHARJU, Ass. Prof. Anna-Liisa	Taivaanvuohentie 5.A.10 00200 Helsinki 20 Finland

Address unknown

Adresse inconnue

From the following members the W.A.E.R. mail was returned:
Des membres suivants la correspondance de l'A.M.S.E. nous a été renvoyée par la poste
- Prof. Dr. J. KOROPNICKI
Universytet Jagiellonski
Krakow
Poland

- Prof. Dr. L. MANN
Research and Information Services
443 South Gulph Road
King of Prussia
Pennsylvania 19406
U.S.A.

If you know the exact address of these members, please let us know.
Pouvons-nous vous demander s'il y a parmi les membres quelqu'un qui puisse nous donner l'adresse exacte de ces membres?

COMMUNICATIONS BY MEMBERS
COMMUNICATIONS DE COLLÈGUES

Notre collègue, Dr. M.A. BLOCH, Professeur honoraire à la Faculté des Lettres de l'Université de Caen nous fait part de la parution fin 1978 aux Presses Universitaires de France de son livre : « Nouvelle éducation et réforme de l'enseignement ». Ce livre contient en particulier dans sa première partie une étude assez ample de la philosophie de l'éducation et de la culture de Nietzsche. Celle-ci y est considérée comme inspiratrice possible d'un vraie réforme de l'enseignement.

— Professeur Dr. Bernard CLAUSSEN informed us on his new book „Emanzipatorische Erziehung und Geschlechtsrollenerwerb im Kindesalter. Ein Beitrag zur Theorie und Praxis des politisch-sozialen Lernens". His book contains 199 p. and appeared in the series „EHS XI, Pädagogik. Bd. 43" (ISBN 3-261-02325-2).
It was published by Verlag Peter Lang AG (Bern, Frankfurt/M. and Las Vegas) in 1977.

— Nous avons reçu le premier numéro de „Patio de Escuelas - Revista del Instituto de Ciencias de la Educacion - Universidad de Salamanca" dont le directeur, le Professeur Agustin ESCOLANO BENITO est membre de l'A.M.S.E.

Estudios :

La innovación didáctica en la universidad: problemas y posibilidades, por AUGUSTÍN ESCOLANO
Sistemas de individualización didáctica en la ensenanza superior, por JOSÉ GIMENO SACRISTÁN
Indicadores de eficacia en la ensenanza universitaria, por JOSÉ LUIS RODRÍGUEZ DIÉGUEZ.
Problemas sobre la formación del profesorado y su incidencia en la innovaciones didácticas, por RICARDO MARTÍN IBÁNEZ
COMUNICACIONES Y EXPERIENCIAS :
El centro escolar como factor selectivo, por ANGEL INFESTAS GIL
Una experiencia educativa con delincuentes juveniles, por JOSÉ ORTEGA ESTEBAN
Didáctica médica sigùn metas de aprendizaje operacional, por JOSÉ R. IGLESIAS ROZAS
Investigación sobre docencia en terapéutica física : Análisis estadístico de los resultados, por J.J. SOLER RIPOLL, A. SELIGRA FERRER, E. BARBERÁ GUILLEM y R. SOLBES SOLBES
INFORMACIÓN Y DOCUMENTACIÓN :
1. Actividades del Instituto de Ciencias de la Educación
2. Documentación educativa
   A) Recensiones de libros
   B) Bibliografías
   C) Sumarios de revistas
   D) Información temática de revistas

News form our members in Finland

— We received the following publications from the Institute of Education of the University of Helsinki:

- KARMA, Kai: The ability to structure acoustic material as a measure of musical aptitude. 1. Background theory and pilot studies. 4°, II. 19p. (= Research bulletin, No. 38, November 1973)
Contents:
1. Introduction
2. Music tests - discussion and critique
3. Musical aptitude
   3.1. An overview
   3.2. Outlines of a theory
4. Pilot studies
   4.1. Requirements set for the test
   4.2. Testing of preliminary versions.

- KOSKENNIEMI, Matti & Erkki KOMULAINEN: Investigations into the instructional process. X. Report of the DPA Helsinki, Phase One. 4°, II-35 p. (= Research bulletin, No. 39, February 1974)
Contents:
1. Background of the DPA Helsinki Project (Koskenniemi)
2. DPA Helsinki, Phase One: Aims, Procedure, Material (Koskenniemi)
3. Developing an Instrument for Description of Instructional Processes (Komulainen)
3.1. The Idea of Making Comparisons between Taxonomies
3.2. Material and Method
3.2.1. Cross-tabulations
3.2.2. Correlational Analysis
3.3. Summary of Main Results
3.3.1. Summary of Cross-tabulations
3.3.2. Condensed View on the Results of Factor Analyses
3.3.2.1. Technical Procedure
3.3.2.2. Results
3.3.2.3. Summary
4. The DPA Helsinki Taxonomy: An Presentation
4.1. Some Definitions
4.2. Main Taxonomical Principles
5. DPA Helsinki, Phase Two: Aims and Design (Koskenniemi)
5.1. Methodological Considerations
5.2. Aims and Paradigm
The series „Investigations into the instructional Process", includes nine reports by Matti Koskenniemi, Erkki Komulainen, Pentti Holopainen, Kai Karma and Marja Martikainen, in which some results of the research team DPA (Didactic Process Analysis) Helsinki have been reported.

- DPA Helsinki system for describing instructional processes. Manual.
Prepared and edited on behalf of the Research Team DPA Helsinki by Matti Koskenniemi, Kai Karma and Marja Martikainen. 4°, III - 29 - App. 1 p. (= Research Bulletin, No. 42, November 1974)
Contents :
1. Purpose of the DPA Helsinki Taxonomy
2. The DPA Helsinki Taxonomy : General Principles.
2.1. Some Definitions
2.2. Main Taxonomical Principles
3. Unit Coding
3.1. Introduction
3.2. Move Types
3.2.1. Moves
3.2.2. Cycles
3.3. Cognitive Content of the Move
3.4. Social-Affective Properties of the Move
3.5. Modes of Teacher Influence Expressed by the Move
3.6. Actor and Target of the Move
4. Period Coding
4.1. Introduction
4.2. Area A : Division of Labor and Responsibility and Grouping of Pupils
4.3. Area B : Formal Characteristics of the Verbal Communications
4.3.1. Move Types (I)
4.3.2. Occurrence of Categories (II) and Their Quality
4.4. Area C : Content Acording to the System of Knowledge and Skills and Its Relevance for Pupils
4.5. Area D : Emotional Climate of the Class
4.6. Area E : Authority Relationship
4.7. Area F : Flexibility
4.8. Area G : Pupils' Participation
4.9. Area H : Goal-Related Behavior
5. Some Reliability Data
Literature
Appendix : An Example of Unit Coding
This manual has developed in the course of investigations carried out by the research team DPA Helsinki in the Years 1967-73.

- KARMA, Kai : The ability to structure acoustic material as a measure of musical aptitude. 2. Test Construction and Results. 4°, II - 19 - App. II p. (= Research bulletin, No. 43, February 1975)
Contents :
1. Test construction
2. Material
3. Items analysis
4. Reliability

5. Validity
6. Discussion and next steps

- KARMA, Kai: The ability to structure acoustic material as a measure of musical aptitude. 3. Theoretical refinements. 4°, I - 32 p. (= Research bulletin, No. 47, August 1976)

Contents:

1. Some general principles and their relevance to the concept of musical aptitude
   1.1. Concepts and their use
      1.1.1. General
      1.1.2. Implications
   1.2. The structuralistic viewpoint
      1.2.1. General
      1.2.2. Music as a system of relations
      1.2.3. Meaning in music
      1.2.4. Implications
2. Implications of the foregoing discussion on the testing of musical aptitude
3. Some special problem areas
   3.1. The relation between auditive and visual structures
   3.2. The relation between musical and mathematical aptitudes
   3.3. The relation between basic musical capacities and succes in the field of music

- KOSKENNIEMI, Matti: Structural elements of the instructional process: activity forms and content. DPA Helsinki investigations I. 4°, II - 33 - App. 3. p. (= Research bulletin, No. 48, December 1977)

Contents:

1. Introduction
2. Design
3. Material
4. Problems
5. Expectations
6. Results
   6.1. General Considerations
   6.2. Inter-class Differences in Instructional Processes
   6.3. Activity Forms and Content Areas vs. Other Process Variables
   6.4. Expectations Regarding Inter-process Connections
   6.5. Expectations Regarding Activity Forms vs. Frame Variables
7. Summary and Discussion

References

Appendices
   1. Some Empirical Data on Cohesion
   2. Novelty and Attractiveness of the Content within Different Content Areas: Tables i, ii

Material which was collected by the DPA Helsinki research team and which consists

of 60 videotaped lessons from six 4th grade classes was used in this paper to examine, firstly, to what extent instructional processes during lessons belonging to different activity form or content types differ from each other in relation to other properties of the process. Variance for use of activity forms proved to be rather great.

It was found that many-sided use of activity forms in a class correlates with cohesion of the process, cohesion being defined as a higher-level variable composed of measures of emotional climate, authority relationships, pupil participation and their goal-related behavior, and also with teacher flexibility.

Predominance of abstract and authority-bounded contents was negatively connected with many-sided use of activity forms. Mathematics lessons differed in some respects from all other lessons, but also lessons with content aimed at the knowledge of reality when use of exercise books was frequent.

Secondly, it was examined to what extent differences within the instructional process are connected with teacher variables. It was found that many-sided use of activity forms and cohesion of the process were rather closely connected with teacher characteristics supposed to indicate inability or unwillingness to understand pupils and with presence of individualistic views of educational goals.

Results support rather than contradict the belief that the way instruction is carried out is of greater importance that contents of the instruction. They also support the notion that there is a connection between certain personnality traits of the teacher and instructional interaction.

- Research in teaching. Papers presented at the symposion arranged by the Academy of Finland for evaluation of the DPA Helsinki Project, Helsinki, October 26th and 27th, 1977. DPA Helsinki Investigations II edited by Erkki KOMULAINEN and Matti KOSKENNIEMI. 4°, III - 152 p. (= Research bulletin, No. 49, June 1978)

Contents

Matti KOSKENNIEMI : The DPA Project : An Introduction

Matti KOSKENNIEMI and Erkki KOMULAINEN : Finnish Investigations into the Instructional Process (DPA Helsinki)

1. Methodological Decisions, p. 5. 2. Material Collected and Its Processing, p. 6. 3. Methodological Findings, p.7.4. Main Characteristics of the Instructional Process in Some Finnish Classrooms, p. 7.5. The Instructional Process as Whole and Its Relations to the Frame Factors, p. 10. 6. The DPA Helsinki System and Teacher Education, p. 12.

Erkki KOMULAINEN : Developmental Changes in the Interaction Patterns of the DPA Classes

1. General, p. 17. 2. Aims, p. 18. 3. Design and Material, p. 18. 4. Restrictions, p. 20. 5. Statistical Procedure, p. 20. 6. List of the Applied DPA Indices, p. 22. 7. Summary of Results Concerning Developmental Features, p. 23. 8. Comparison between Baselines and Main Material, p. 24. 9. Comparison between Baseline and Joint Planning, p. 26. 10. Concluding Remarks, p. 27.

Pertti KANSANEN : The DPA Helsinki Paradigm and the Realization of the Curriculum

Kai KARMA : The Factorial Structure of Instructionnal Situations

1. The Need for Adequate Concepts, p. 42. 2. The Need for Multivariate Approach, p. 42. 3. The Present Study, p. 44. 4. Implications, p. 50.

Marja MARTIKAINEN : Experiences about the DPA Helsinki Taxonomy
1. The Arrangement of Videotaping and Its Disturbing Influences, p. 53. 2. The Capacity of te DPA Helsinki Taxonomy to Reflect the Reality of Life in Class, p. 56. 3. The Reliability of the Taxonomy, p. 59. 4. The Suitability of the DPA Helsinki Taxonomy for Analyzing Interaction during Different Forms of Classroom Activity, p. 61. 5. Some Special Problems, p. 63.
Kari UUSIKYLÄ : Introduction to Didactical Thinking and Joint Planning
Gernot KLEMMER : Didactic Process Analysis of Chemical Instruction : Project FAUCH
1. History of Didactic Process Analysis of Chemical Instruction, p. 75. 2. Theoretical Basis of Our Approach, p. 76. 3. Description of Chemical Instruction as a Basis for Process Analysis of Subject, p. 77. 4. Didactic Process Analysis of Subject and Teacher Education : Project FAUCH, p. 79. 5. Some Results of FAUCH, p. 80. 6. Conclusion, p. 88.
Hans-Jürgen KRUMM : Problems of Analysing Didactic and Communicative Processes in the Modern Language Classroom
1. General Problems of Interaction Analysis in the Field of Modern Language Teaching, p. 90. 2. The Communicative Structure of the Modern language Classroom, p. 93. 3. Categories for Analysing Foreign language Learning and Teaching, p. 100.
Peter MENCK : Some Remark on Subject Matter
Gundel SCHÜMER : Some Theoretical Considerations of Teaching Research Coming with Problems of the Main Upper Primary School
1. Problem of the Main Upper Primary School, p. 130. 2. Results of a Preparatory Investigation of the Main Upper Primary School, p. 134. 3. Theoretical Considerations of Teaching Research Strategies, p. 138.

- LEINO, Anna-Liisa : An introduction to the content of foreign language instruction, II - 78 - App. I p. (= Research Bulletin, No. 50, June 1978)

Contents :

1. Purpose of the study
1.1. Introduction
1.2. Problems
2. Educational Background
2.1. Curricular Aspects
2.2. Psychoeducational Aspects
2.2.1. Learning Theories
3. Linguistic Background
3.1. Sociolinguistic Aspects
3.2. Intralinguistic Aspects
3.3. Interlinguistic Aspects
4. Content of Foreign Language Instruction
4.1. Selecting the Content
4.2. Structuring the Content
4.3. Presenting the Content
5. Discussion

The purpose of the study is to look for educational (curricular. and psychoeducational)

and linguistic (sociolinguistic, intralinguistic and interlinguistic) aspects that could be used in selecting, structuring and presenting the content of foreign language instruction. This kind of information is necessary when e.g. criteria for evaluating foreign language textbooks are developed. The study is based on literature and previous research, and it will be used as a theoretical background to subsequent empirical research on some of the problem areas outlined here. In this stage the study mainly contributes by increasing awareness of the problem.

- KARMA, Kai : The ability to structure acoustic material as a measure of musical aptitude. 4. Experiences with modification of the acoustic structuring test. 4°, 51 p. (= Research Bulletin, No. 51, December 1978)

Contents :

1. Versions D and E
   1.1. Test construction
   1.2. Collecting the material
   1.3. Item analyses and reliabilities
   1.4. Relations to other variables
2. Versions F and G
   2.1. Test construction and material
   2.2. Items analysis and reliability
   2.3. Relations to other variables
3. Items analysis over the different versions of the acoustic structuring test
   3.1. What makes an item difficult ?
   3.2. Are there subscales in the test ?

- We also received a brochure describing the University of Helsinki.

— From the Department of Education, University of Jyväskyla, we received the following publications :

- KARI, Jouko : Suuntaavan oppimismateriaalin vaikatukset erilaisten oppilaiden affektiiviseen. - The effects of directive teaching materials on the affective learning of different pupils. 4°, 185 p. (= Report No. 139 / 1972)

Abstract :

The study dealt with the effects of certain elements of teaching materials (text, illustrations, and sound effects) currently used in the teaching of science and social studies on attitude formation and attitude change toward social topics to be learned. The main results indicated that consistent affective elements reinforce each other in affective learning. It was further noted that it was possible to predict to some extent differences in the affective reaction to teaching materials from both the familiarity of the topic and from the pupils' school succes, sex grade level, school type, the parents' social status, and some personality traits of the pupils. There was a strong negative relation between the familiarity of the topic and the amount of attitude change.

Negatively directive learning material versions clearly had stronger effects than the positively dircective versions.

- LASONEN, Kari : Ruotsin suomalaiset siirtolaisoppilaat. Osa I. Teoreettinen viitekehys. Ruotsin suomalaisten siirtolaisoppilaiden kasvatustapahtuman tarkastelua kulttuurin, kielen ja eräiden muiden tekijöiden kannalta. 4°, XIII-167 p. (= Research reports N : 0 65 1978)

The report deals with those general concepts thought to have close links with the live of the immigrants, and above all, with the education of the immigrant pupil. The general framework includes many points not immediately connected with the actual empirical section, yet thought to be so essential that they have been included in the investigation. It is also hoped that they may inspire those who are interested in the matter to undertake a closer investigation so that decision makers would realise the complexity of the educational problems of the immigrant children. Emigrant from Finland to Sweden became extensive at the end of the 1960's as a consequence of a difficult unemployment situation in Finland. One of the characteristics of emigrant from Finland to Sweden has been the fact that it is family emigration. The move to Sweden thought to be temporary, the emigrant population belongs to young age groups, and the parents are usually unqualified. The term ,, immigrant '' was, at least in the beginning, not applied to Finns who lived in Sweden. The educational problems of Finnish children received no proper consideration because they were thought to be temporary. It was only in the 1970's that it became apparent how difficult and great a problem there was.

The starting-point of any investigation of the education of the Finnish immigrant children up to now has been the language perspective. Attempts have been made to help the pupils by means of supportive teaching, voluntary teaching of Finnish, intensive teaching of Swedish, and Finnish medium classes, but without significant results. The educational problems of the immigrant children cannot be solved merely by measures taken purely within the educational system, since the problem is linked to Swedish society as a whole. The starting point could, for instance, be minority cultures and the Swedish majority culture, and the relationship between them, with concommittant problems. The members of the minority groups often drift into severe indentity crises, because they live continuously in two systems of values and norms. The majority culture requires that the value and norms upholding it be observed, but the minority cultures also emphasize their own values and norms.

Some Finns living in Sweden have attempted to retain their own culture.

Others have become integrated into the Swedish way of life and have forgotten their own ethnic origin. Still others, have voluntarily segregated themselves.

The Third main chapter of the report deals with those factors affecting school achievement of the immigrant children which are included in educational objectives, teaching material, the educator and the educational methods. In addition, the individual to be educated has his own role in the educational process. The above factors have been related to the Finnish immigrant pupils in Sweden. According to the reform plan at the Swedish Department of Education in 1977, local authorities are relatively free to decide about the teaching arrangements for immigrant children. At the moment it would appear that educational officials in Sweden are giving up elementary teaching for the Finnish pupils in the mother-tongue only. A confused situation has arisen since it is not known what the best solution would be as an arrangement for the education of the immigrant children. One great problem in the education of the Finnish immigrant has been the amount and standard of the teaching material in the mother-tongue. There is often a shortage of material, and the level of difficulty is not suitable for the Finnish pupil. Matters connected with ordening material are inconsistent and confused. The

differences between different localities may be great. The Finnish immigrant teachers are very significant in this respect. The teaching arrangements for Finnish immigrant children in any area depend largely on the enthusiasm and awareness of the teachers. A large proportion of the immigrant teachers in Sweden lack a formal qualification. Home environment could improve the children's school achievement by support and guidance, and by arranging many stimuli. The immigrant parents belong mainly to lower social groups and their own problems and identity crises prevent them from getting properly involved with their children's difficulties. The situation could be improved by relevant information.

The investigation of language deals with theories of learning. The mother-tongue is learned in a unique fashion, foreign language learning is different. The objective of immigrant education in Swedish should be bilingualism, i.e. a situation where the children would have a good knowledge of Swedish in addition to their mother-tongue. This means that Swedish society should acknowledge the value of minority languages and grant them the status due to them. At the same time the minorities must accept and understand the necessity of learning Swedish.

In the chapter dealing with language, investigations of bilingualism undertaken in different parts of the world are discussed. The results, however, are not consistant. The education of immigrant children reflects the relations between the majority and the minorities. If the language of a minority is accepted and acknowledged by both the majority and the minorities, the problem does not prove as great as when the reverse is the case.

The educational arrangements made for Finnish immigrant children depend on the Swedish policy makers, who are affected by the prejudiced relations between the immigrants and the Swedes. Hence, good results cannot be expected purely on the basis of arrangements made in schools.

The relations between the groups should be improved. Finnish culture should be made better known in Sweden. Prejudices are often due to ignorance. Finnish officials could, for their part, influence matters, since the majority of the emigrants to Sweden are still Finnish citizens, a large proportion of whom are uncertain about staying in Sweden. The employment situation in Finland still seems poor, and an increasing number of the unemployed are starting to consider emigration. The numbers of emigrants will in future be at least as high as at the present moment. Consequently Finland is continuously losing young people in the prime of their working life, who often leave their homeland embittered.

This investigation is concerned mainly with the negative consequences of emigration. It has to be kept in mind, however, that there are also emigrants in Sweden who are well-adjusted in the new society. They have learned Swedish, made a home for themselves, and their children are succeeding at school. This is largely a question of attitudes. Instead of self-segregation, there should be approachement between the Finns and the Swedes.

- LASONEN, Kari: Ruotsin suomalaiset siirtolaisoppilaat. Osa II. Empiirinen tutkimus. Äidinkielellä opetuksen merkitys Ruotsin suomalaisten siirtolaisoppilaiden koulunkäyntiin peruskoulun ala-asteella. 4°, XIII-206 p. (= Research reports N: o 66 1978)

Summary

The aim of this study is to investigate the effect of the Finnish medium classes in the Swedish comprehensive school on the mother-tongue skills of Finnish immigrant

pupils, their writing and reading readinesses, school achievement, and school motivation and adjustment.

Nine Finnish medium classes in the town of Skövde and eight Finnish medium classes in the town of Eskilstuna, each in the lower grades and comprising 340 Finnish pupils in all were chosen as subjects of the study. 53 Finns from Swedish classes in Skövde and 137 pupils from the Karstula Comprehensive School were included for comparison. In all, 530 subjects from the first three grades of the comprehensive school participated in the survey. The majority of the subjects were pupils of Finish medium classes in Swedish comprehensive school.

Information relating to the education circumstances of the Finnish pupils was obtained by means of questionnaires given to the immigrant teachers. Information was obtained from more than a quarter (N = 257) of the Finnish teachers working in the Swedish comprehensive school during the spring term of 1977.

The linguistic, cultural and social background of the children was investigated by means of questionnaires filled in by the parents of the pupil in the Finnish medium classes. Important empirical background information concerning the educational process of the Finnish immigrant children was uncovered by the data obtained from the immigrant teachers and the parents.

Of the immigrant teachers participating in the survey, about one half lacked formal teacher training. The majority were women, and relatively young. Most teachers came from the countries of Uusimaa and Turku and Pori. About 70 % worked as supportive teachers or teachers of the mother-tongue, and nearly 30 % as teachers of the Finnish medium classes. In the main, the immigrant teachers supported instruction in the mother-tongue. The survey revealed problems not only concerning the level of difficulty of the teaching material in the mother-tongue, but also of obtaining it. The teachers who were younger and had spent less time in Sweden saw the attitude of Swedes towards Finnish medium classes, Finnish pupils and immigrant teachers as slightly more negative than teachers who were older and had lived in Sweden for a longer time. In general, however, the attitude of the Swedes was seen as positive.

From the parents of the subjects in the Finnish medium classes, nearly 33 % came from Central Finland and 32 % from Northern Finland. The most common reason for emigration to Sweden had been the poor employment situation in Finland. The majority of the parents had lived in Sweden 7-9 years, but 56 % of the parents who answered the survey were uncertain whether they could remain in the country or would return to Finland. The majority were still Finnish citizens. Nearly everyone had attended elementary or secondary modern school, and 50 % of the fathers and 70 % of the mothers were without any vocational training. Most were employed in factories, and cleaning was a frequent employment among the mothers. The parents stated that Finnish was mainly used at home, and they still considered themselves as knowing it well. On the other hand, the parents mostly considered themselves to know the Swedish language badly. The parents estimated their children's knowledge of the mother-tongue to be better than evidenced by the test results. Similarly, the parents thought that their children spoke and understood Swedish mostly satisfactorily, but wrote it badly. A large proportion of the parents believed, like the immigrant teachers, that the Swedes had a positive attitude towards the Finnish population, but the Finnish parents had very few contacts

with Swedes. The children also most frequently chose children of the same nationality as their playmates, but 45 % played with both Finns and Swedes, according to the observation of the parents.

Mother-tongue skills were tested by four sub-tests of the Finnish ITPA. The Finnish control-group achieved perfectly normal results in the tests, with the exception of Verbal Expression. The subjects in the Finnish medium classes were between $1\frac{1}{2}$ and $2\frac{1}{2}$ development years behind their own age group, according to the psycholinguistic survey. The least backwardness was observed in the pupils of the third grade. The psycholinguistic backwardness among the Finnish pupils of the Swedish medium classes turned out to be between 3 and $4\frac{1}{2}$ years.

The reading and writing readinesses of the first grade pupils of the Finnish medium classes and the control group in Finland were measured by the Differentiation Test. The pupils of the Finnish medium classes performed as well as the control group in Finland in the tests that measure the ability to perceive visually shapes on which the written language is based and certainty in differentiating between the single phonemes included in the mother-tongue. Conversely, in the test that shows whether the child can pronounce the phonemic structure of the word perfectly, the pupils of the Finnish medium classes had obvious difficulties.

The school achievement of the subjects was estimated by means of the LUKILA testbattery. The achievement of the pupils in the Finnish control group was, with the exception of arthmetic, on average above the means of the Finnish norms. In reading, the first grade pupils of the Finnish medium classes remained approximately half a standard deviation below the normal average in Finland, and the pupils of the two higher forms remained a whole deviation below. In writing, the pupils of the Finnish medium classes reached level higher than 35 % of the standardization material in Finland, and in tests measuring mathematical skills the performance was even better in comparison with the standardization material. In calculation, the performance was approximately half a deviation below the normal standard. The Finnish pupils of Swedish medium classes have not performed as well as the other groups of subjects in reading, writing and calculation. Compared with their own performance, the results in the mathematical tests turned out to be the best. Even so, the pupils in the second grade remained nearly $1\frac{1}{2}$ deviations, and the pupils of the third grade just under a deviation, below the normal average. In reading and writing they achieved an average which was matched by 10 - 13 % of the Finnish standardization material.

The school motivation and adjustment of the pupils in the Finnish medium classes seemed to be good, judging by the answers of the parents. Even though the beneficial effects of the Finnish medium classes were not very apparent in the cognitive sector, they seemed to have positive effects in the affective sector.

The survey showed the obvious backwardness of the Finnish immigrant pupils in Sweden in the mother-tongue, and their poor school achievement. Since the immigrant children also generally have a poor knowledge of Swedish, there is an obvious danger of semi-lingualism with its many concommittant problems. The study revealed many difficulties and problems concerning the education of the Finnish immigrant children the solution of which should be undertaken urgently. From the point of view of developing the Finnish medium classes urgent standardization is necessary. Considering the diffi-

culties and even adversities connected with the Finnish medium classes, the results gained must be considered encouraging, in spite of everything.

- LASONEN, Kari & Pertti TOUKOMAA : Linguistic development and school achievement among finnish immigrant children in mother-tongue medium classes in Sweden. 4°, V-73-App. 1 p.

Summary :

The purpose of the investigation was to study the connection between mother-tongue medium instruction of Finnish classes in Sweden and the pupil's knowledge of mother-tongue, his school readinesses and school achievement. The ages of the pupils varied from 6 to 9 years. The pupils of the Finnish medium classes came from Skövde and Eskilstuna, two industrial towns in Central Sweden. The Finnish pupils attending Swedish medium classes were taken from the lower grades of the comprehensive school in Skövde, and the Finnish control group was chosen from an agricultural commune in Central Finland. There were 460 subjects in Sweden and 137 subjects in Finland, 597 in all.

The Differentiation tests measuring reading and writing readiness showed that the Finnish pre-school children in Sweden largely lacked the readiness needed for reading and writing, except pupils who attended a Finnish medium nursery school. The backwardness was most prominent in kinaesthetic differentiation, the accurate co-ordination of speech organs.

In tests of the mother-tongue the retardation of the pupils attending Finnish medium classes was, on average, 2-2½ years, in Swedish medium classes it was found to be 3-3½ years. The backwardness in development began to decrease in the Finnish medium classes after the second year at school, whereas in the Swedish medium classes an opposite development took place.

In tests measuring school achievement the immigrant children gained poor results compared with children living in Finland. The results of pupils in Finnish medium classes were, however, better than those of children attending Swedish medium classes. The immigrant children succeeded relatively better in mathematical tests than in tests requiring language ability. Knowledge of Swedish was studied only on the basis of the parent's estimate and a slightly positive correlation was found between the psycholinguistic abilities in Finnish and an ability to write Swedish.

Contents :

1. Introduction
2. Finnish immigrant in Sweden
3. The „Finnish problem" in the Swedish comprehensive school
4. The culture and immigrant education
   4.1. Identity and cultural relations between majority and minority
5. The position of the language in immigrant education
   5.1. Language and culture
   5.2. Mother-tongue
   5.3. Foreign language
   5.4. Bilingualism
   5.5. Semi-lingualism
6. Pedagogical aims and methods of education of Finnish immigrant pupils in Sweden

7. The educational situation of the Finnish emigrant child in Sweden
8. The aim of the study
9. Methods
   9.1. Measuring the skills in the mother-tongue
   9.2. The measurements of reading and writing readinesses
   9.3. The measurements of school achievement
   9.4. Other measurements
10. Localities and subjects of the study
   10.1. Localities
   10.2. The subject
11. Results
   11.1. Non-verbal intelligence
   11.2 Results concerning reading and writing readiness
   11.3. Results concerning the mastery of the mother-tongue
   11.4. Results concerning school achievement
   11.5. The estimates of the parents regarding the children's knowledge of languages
12. Conclusion

References

Appendix

- Educational research in Finland 1975-6. Eudised. Pirrko REMES - Anna-Liisa KIISKINEN (Eds.) 4°, 18-16 p. (= Bulletin 105/1978).

Contents:

Educational institution
   Pre-school education. Nursery school
   Primary education. Secondary education. Higher education
Curriculum
   Curriculum subject
   Language sciences
   Mathematics. Science education
   Social sciences. History. Philosophy
   Physical education. Health education
Teaching method
   Teaching. Training
   Microteaching. Team teaching
Teaching aids
   Mass media
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   Radio. Cinema. Television
Student's work
   Study method
   Work environment
Teaching profession
   Occupational research. Professional status
   Recruitment. Qualification. Personnel management
Psychology of education

Child development. Learning
Perception. Motion. Intellectual development
Ability. Achievement
Motivation
Personality
Behavior
Guidance
Psychology. Health
Health. Therapy
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Public administration. Planning
Administration of education
Sociology of education
Social system
Population. Rural. Urban
Women's work. Marriage. Family
Philosophy of education
Theory of education
Educational research
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Index des matières

- This publication contains descriptions of 26 research projects completed in 1975 or in progress in 1975-76 in Finland.

- CEAS-Abstracts 1971-76. 1. Pre-primary school, comprehensive school, and secondary school. 4°, 66 p.

Contents:

Committee on School Cooperation
Committee on School-expenses
Committee on 5-day School Week
The Committee for Preparing the Rules and Regulations for the Comprehensive School
Council for School Research
Pre-primary School Committee
The Parliament
Committee on Pupil Welfare Work
Committee on the Development of the Recording and Reporting of Education Expenses
Committee on the Reform of Student Evaluation
The 1971 Education Committee
Council for School Research
The Committee on School Councils
The 1972 Committee on the Reorganization of Examination

- CEAS-Abstracts 1971-6. 2. Higher Education and Science. 4°, 80 p.

Contents:

Committee on the Planning of Language Laboratory

Instruction in College and Universities
The Committee on the Legal Protection in the Administration of Higher Education
The University and College Committee on Television Instruction
Finnish Council for Scientific and Technical Information
The Cabinet
The Parliament
The University Examination Reform Committee
Working Party on Summer Universities
Science Policy Council
The Committee on Further Training and In-service Training of Physicians
The Committee on Research and Instruction related to Developing Countries
The Committee on Student Registers in Higher Education
Committee on the Reform of Psychologist Training
The Committee on the Reorganization of Studies in Veterinary Medicine
The Finnish Council for Scientific and Technical Information
Committee for In-service Training

- CEAS-Abstracts 1971-76. 3. Teacher Education. 4°, 18 p.

Contents:
Parliament
Committee on Comprehensive School and Upper Secondary School Teacher Training Demand
Committee on Teachers' Further Training
The 1973 Teacher Training Committee

- CEAS-ABSTRACTS 1971-76. 4. Education of Minority Groups. 4°, 17 p.

Contents:
Committee on Developing the Education of the Lapps
Committee on the Education of the Romany
Committee on the Curriculum for the Teaching of Lappish
The Lappish Committee
Committee on the Education of the Swedish Speaking Population in Finland

- CEAS-Abstracts 1971-76. 5. Adult Education, Vocational Education, and Cultural Policy. 4°, 31 p.

Contents:
Parliament
Committee on Health Care Training
Committee on Cultural Activities
The Committee on Adult Education

- CEAS-Abstract 1971-76. 6. Curricula and Teaching Materials. 4°, 26 p.

Contents:
Committee on Audio-visual Aids in Education
Committee on Instructional Materials
Curriculum Committee

- CEAS-Abstract 1971-76. 7. Student Health Care and Financial Aid. 4°, 21 p.

Contents:
Committee on Students' Health Care
Parliament
Committee on Student Health Care
Government Study Support Center
Committee on the Training of Personnel for Early Education

The Institute for Educational Research has since 1971 had a contract with the CEAS (Cooperative Educational Abstract Service), where it undertakes a yearly select from national educational literature documents and publications which are authoritive and of recent issue and which will be of interest to educators and policy-makers in other member countries of the CEAS.

- KARI, Jouko - Atso SAUVALA - Birgitta ALHOVAARA - Juha JÄNTTI & Anja RÄSÄNEN: Kasvatustavoitetutkimusprojekti I. Tutkimusuunnitelma. Tiedollisen alueen formaalisten sekä affectiivisten ja toiminnallisten kasvatustavoitteiden historiallinen katsaus. 4°, XIV-89 p. (= Publications of Teachers College, 1/1978)
- We also received a brochure describing the Institute for Educational Research, the Faculty of Physical and Health Education and the University of Jyväskylä.

— We received the following publications from the Department of Sociology and Social Psychology of the University of Tampere:

- SKUTNABB-KANGAS, Tove & Pertti TOUKOMAA, Teaching migrant children's mother-tongue and learning the language of the host country in the context of the socio-cultural situation of the migrant family. 4°, 99 p. (= Tutkimuksia Research Reports, 15-1976)

Contents:
1. Introduction
2. Collective goals for the minority
2.1. Cultural assimilation and structural incorporation
2.2. Implications for the roles of the mother tongue of the minority and the majority language
3. Bilingualism
3.1. Definitions of bilingualism
3.2. Different kinds of bilingualism
3.3. Accounting for contradictory findings
3.4. Becoming bilingual; different strategies for different groups
3.5. Semilingualism: a mediating variable
4. Social psychological factors affecting the language learning of minority children
5. Finnish migrant in Sweden
5.1. Special traits in Finnish migration
5.2. „The Finnish problem"
5.3. Prejudice towards the Finns
5.4. Passive segregation
5.5. Linguistic separation
5.6. National identity; refusal and rejection

6. The social and educational situation of Finnish migrant children
6.1. Problems of the second generation migrants
6.2. Linguistic milieu
6.3. Educational situation
6.3.1. Some general problems
6.3.2. School levels
6.3.2.1. Number of Finnish-speaking students
6.3.2.2. Pre-school
6.3.2.3. Comprehensive school
6.3.2.4. Secondary education
7. Realization of the linguistic ability and educational opportunity of migrant children; an empirical study
7.1. Purpose
7.2. Method
7.2.1. Subjects
7.2.2. Instruments
7.3. Results
7.3.1. Developmental level
7.3.2. Impact of length of residence
7.3.3. Factors affecting ability in Swedish
7.3.4. School achievement
7.3.5. Age at migration; comparison between siblings
7.3.6. Prognosis according to age
7.4. Conclusions of the empirical study
8. Concluding remarks

- TOUKOMAA, Pertti & Tove SKUTNABB-KANGAS, The intensive teaching of the mother tongue to migrant children at pre-school age. 4°, 79 p. (= Tutkimuksia Research Reports, 26-1977)

Contents:

1. Introduction
2. Development of speech
2.1. Innate language acquisition ability
2.2. Maturity of the brain and speech-apparatus
2.3. The speech of the environment
2.4. Voluntary attention
2.5. Internal speech
2.6. The impact of language on mental growth
3. Learning the mother-tongue
3.1. Connotative and denotative meaning
3.2. Paralinguistic and non-verbal communication
3.3. The primacy of the mother-tongue
4. Learning of a second or foreign language
4.1. The mother-tongue and other languages - differences in learning processes
4.2. Optimal age for learning of a second or foreign language
5. Bilingualism as an interventing variable

5.1. Bilingualism and school achievement
5.1.1. The eff ct of instruction through the medium of a foreign language
5.1.2. Social class, language and school achievement - monolinguals and bilinguals
5.1.3. Compensatory education
5.1.4. Teaching through the medium of the mother-tongue
5.2. Bilingualism and mental growth
5.2.1. Positive and negative effects
5.2.2. The threshold hypothesis
5.3. Change of focus
5.4. Enrichment, transitional and emancipatory models
6. An empirical study on intensive teaching of the mother-tongue
6.1. The target community and the subjects of the study
6.2. Materials and procedure
6.2.1. The Breuer-Weuffen Differentation Test
6.2.2. The Illinois Test of Psycholinguistic Abilities
6.2.3. Other tests and measurements
6.2.3.1. Non-verbal intellectual ability
6.2.3.2. Knowledge of Swedish
6.3. Empirical results
6.3.1. Sensory-motor readiness
6.3.2. The psycholinguistic developmental level
6.3.2.1. General linguistic ability
6.3.2.2. Psycholinguistic ages
6.3.2.3. Comparison between the pre-school groups
6.3.3. Psycholinguistic and sensory-motor abilities
6.4. Summary of empirical results
7. Discussion and conclusions
Bibliography

— We also received:

- A proposal for the degree and syllabus reform of teacher education in the Finnish Institutions of Higher Education. A Summary of the Report by the 1973 Committee of Teacher Education (1975: 75). Helsinki 1975, 8°, 17 p.

As a result of the Teacher Education Act (844/71) the education of comprehensive and upper secondary school teachers became the responsibility of the universities in 1973-1974. The Ministry of Education appointed a Committee to plan the degree and syllabus reform of teacher education on 5th September, 1973. The Committee published its interim report (1974: 101). The various statements on the Interim Report as well as the Government's decision concerning the principles of the degree and syllabus reform of higher education were taken into consideration when the Ministry of Education laid down the specified terms of reference for the Committee on 14th January, 1975. The Committee has submitted its final report (1975:75) to the Minister of Education.

The Committee Report should form the basis of the preparation of a decree on the degree and syllabus reform of teacher education as well as of futher planning in the institutions of higher education. The Ministry of Education aims at implementing the

reform starting from 1st August 1977 at the latest.

The 1973 Committee on Teacher Education has worked under the chairmanship of Professor Erkki A. Niskanen, University of Helsinki, and Assistant Professor Erkki Lahdes from the University of Turku has acted as the Secretary of the Committee. The members of the committee were experts in educational administration or representatives of the universities providing teacher education and the respective unions of teacher and student. The Committee has appointed a number of subcommittees composed of comprehensive school and upper secondary school class teacher education experts to prepare recommendations and proposals.

The brochure gives an outline of the history of teacher education in Finland together with a summary of the Committee proposals.

- Educational development in Finland, 1974-1976. Report by the Finnish Ministry of Education to the 36th Session of the International Conference on Education in Geneve, August-September 1977. Helsinki, ministry of education 8°, 60 p.
(= Reference Publications 8)

Contents :

I ORGANIZATION AND STRUCTURE OF THE EDUCATION SYSTEM IN FINLAND
1. GENERAL AND VOCATIONAL EDUCATION
1.1. General principles
1.2. Administration
1.3. Structure and organization
1.4. Curricula
2. HIGHER EDUCATION
2.1. General principles
2.2. Administration
2.3. Structure and organization
2.4. Curricula
3. TEACHER TRAINING
4. OTHER FORMS OF FORMAL EDUCATION
II DEVELOPMENT OF EDUCATION IN 1974-1976
1. GENERAL AND VOCATIONAL EDUCATION
1.1. Developments in policy
1.2. New legislative measures
1.3. Administration and finance
1.4. Development trends
1.5. Educational research and information services
1.6. Documentary sources
2. HIGHER EDUCATION
2.1. Developments in policy
2.2. New educational legislative measures
2.3. Administration and finance
2.4. Development trends
2.5. Teacher training
2.6. Education research and information services
2.7. Documentary sources

Nouvelles du « bureau africain des sciences de l'éducation » (B.A.S.E.)

— De notre collègue, le Professeur Dr. A.S. MUNGALA, Directeur Général du Bureau Africain des Sciences de l'Education, Kisangani (Zaïre) nous avons reçu les publications suivantes :

- Répertoire des Institutions africaines de Recherche en Education-Directory of African institutions of research in Education. 1976. Kisangani, Bureau Africain des Sciences de l'Education-African Bureau of Educational Sciences, 1976. 4°; 227 pp.

Nous faisons suivre les titres du répertoire, en guise d'orientation pour les membres intéressés plus particulièrement aux études et organisations en matières d'éducation dans les pays africains.

I. INSTITUTIONS DE FORMATION ET DE RECHERCHE PAR PAYS

A. *PAYS ANGLOPHONES*

- *BOTSWANA* : - Division (the) of Extra-Mural Services
  - Francistown Teacher training College
- *CAMEROON* : - Institute for the Reform of Primary Education BUFA
- *ETHIOPIA* : - Academy of Pedagogy
  - College of Teacher Education
  - Faculty of Education
- *GAMBIA* : - CDDU, Yundum Coll[illegible]
  - Deaf Education Specialist Teachers Training College
  - Faculty of Education
  - Institute of Adult Education
  - Secondary School Teacher Training Institute
  - Specialist Teacher Training College
  - Technical Teacher's College
- *KENYA* : - Bureau of Educational Research
  - Division of Adult Education
  - Egoji Teachers' College
  - Faculty of Arts
  - Faculty of Education
  - Highridge Teachers' College
  - Institute (the) of Adult Studies
  - Kamagambo Teachers' College
  - Kenya Institute of Education
  - Kericho Teachers' College
  - Meru Teachers' College
  - Siriba Teachers' College
  - Technical Teacher Training Department, Kenya Polytechnic
  - Thogoto Teachers' College
- *LIBERIA* : - Bureau of Planning and Research
  - Kakata Mural Teacher Training Institute
  - William V.S. Tubman Teachers' College
- *LESOTHO* : - Division of Extra-Mural Services : See Botswana
- *MALAWI* : - Soche Hill Teacher Training College

- *MAURITIUS*: - Mauritius Institute of Education
  - Teacher Training College
- *NIGERIA*: - Adeyemi College of Education
  - Advanced Teachers' College (Kano, Zaria)
  - Advanced Teacher Training College
  - Alvan Ikoku College of Education
  - College of Education
  - Continuing Education Centre
  - Department of Adult Education (Ibadan, Ile-Ife)
  - Department of Education(Ibadan)
  - Department of Library Sciences (Zaria)
  - Department of Library Studies (Ibadan)
  - Faculty of Education (Ibadan, Ile-Ife)
  - Faculty of Education (Nsukka, Zaria)
  - Faculty of Science
  - Institute of Education (Ibadan, Ile-Ife, Zaria)
  - National technical Teachers' College (Yaba, Lagos)
  - Science Education Division (Zaria)
  - Technical College (Ibadan)
- *SOMALIA*: - Lafoleh Teacher Training Institute
- *SWAZILAND*: - Nazarene Training College
  - William Ritcher College
- *TANZANIA*: - Dar-es-Salaam College of National Education
  - Department of Education
  - Institute of Adult Education
  - Institute of Education
- *UGANDA*: - Centre for Continuing Education
  - East African School of Librarianship
  - Faculty of Education
  - National Institute of Education
- *ZAMBIA*: - Department of Correspondance Studies
  - Kitwe Teacher Training College
  - N'krumah Teachers' College
  - School of Education
  - Teacher Training Unit, DTEVT

B. - *PAYS FRANCOPHONES*:

- *BENIN*: - Centre de Recherche et d'application Pédagogiques
  - Département de l'Education
  - Institut National pour la formation et la recherche en education
- *BURUNDI*: - Ecole Normale Supérieure
  - Institut Universitaire des Sciences de l'Education
- *CAMEROUN*: - Centre National d'Education, CNE
- *CENTREAFRICAIN*:
  - *Ecole Normale Supérieure de Bangui*
  - *Institut Pédagogique National*

- *CONGO*:
  - Centre National de recherche et Action Pédagogique
  - Ecole Normale Supérieure d'Afrique Centrale
  - Institut National Supérieur des Sciences de l'Education
- *COTE D'IVOIRE*:
  - Centre d'Enseignement et de Recherches Audio-visuels (C.E.R.A.V.)
  - Centre d'Etudes Françaises pour Etudiants Etrangers (C.E.F.E.E.)
  - Ecole Nationale Supérieure des Beaux Arts
  - Ecole Normale Supérieure
  - Institut Pédagogique Nationale de l'Enseignement Technique
- *GABON*:
  - Ecole Normale Supérieure du Gabon
- *HAUTE - VOLTA*:
  - Institut Universitaire de Technologie Pédagogique (IUTP)
- *MALI*:
  - Institut Pédagogique National et de l'Enseignement Normal (I.P.N.N.)
  - Ecole Normale Supérieure
  - Ecole nationale d'Ingénieurs
- *MADAGASCAR*:
  - Institut National Supérieur de Recherches et de Formation Pédagogiques
- *NIGER*:
  - Institut Universitaire de Formation Pédagogique
- *RWANDA*:
  - Institut Pédagogique National
- *SENEGAL*:
  - Centre de Linguistique Appliquée (C.L.A.D.)
  - Ecole Normale Régionale de Saint-Louis
  - Ecole Normale Supérieure
- *TCHAD*:
  - Institut Pédagogique National (IPN)
- *TOGO*:
  - Ecole Normale Supérieure d'Atakpame
  - Institut National des Sciences de l'Education
  - Institut Pédagogique National
- *ZAIRE*:
  - Université Nationale de la République Démocratique du Zaïre
  - Centre d'Animation et de Diffusion Pédagogiques
  - Centre de Linguistique Théorique et Appliquée
  - Centre de Recherche de Pédagogie Appliquée
  - Centre de Recherche pour l'Enseignement des Mathématiques (CREM)
  - Centre National d'Orientation et de Sélection Scolaire et Professionnelle
  - Centre Pédagogique NTU
  - Centre Universitaire d'Orientation
  - Conseil Général des I.S.P.
  - Centre Interdisciplinaire pour le Développement et l'Education Permanente (CIDEP)
  - Faculté des Sciences de l'Education
  - Institut de Recherche Scientifique (IRS)
  - Institut Supérieur des Cadres de l'Enseignement Primaire (ISCEP)

II. *ASSOCIATIONS DE RECHERCHE EDUCATIONNELLE PAR PAYS DE LEUR SIEGE OU BUREAU REGIONAL*

A.- *PAYS ANGLOPHONES*:

- *GHANA*: - African Curriculum Organization (ACO)
  - The Association of African Universities (AAU)
  - Science Education for Africa (SEPA)
  - West African Examination Council (WAEC)
- *KENYA*: - African Social Studies Programme (ASSP)
- *NIGERIA*: - Association For Teacher Education in Africa (ATEA)
  - Test Development and Research Office West African Examination Council (TEDRO)
- *SIERRA LEONE*:
  - Tedro: See Nigeria

B.- *PAYS FRANCOPHONES*:

- *CAMEROUN*: - Institut Panafricain pour le Développement (IPD)
- *CONGO*: - Conférence des Recteurs des Universités Africaines, CRUA
- *COTE D'IVOIRE*:
  - Institut Africain pour le Developpement Economique (INADES)
- *HAUTE VOLTA*:
  - Conseil Africain et Malgache pour l'Enseignement CAMES
- *SENEGAL*: - Bureau Régional de l'UNESCO pour l'Education en Afrique (BREDA)
  - Council for the Development of Economic and Social Research in Africa (CODESRIA)
  - Institut Fondamental d'Afrique Noire (IFAN)
  - AUPELF/Dakar. Voir Canada: appendice I
- *ZAIRE*: - Association Africaine de l'Education des Adultes
  - Bureau Africain des Sciences de l'Education (BASE)
  - Centre International de Sémiologie (CIS)
  - Congrès International des Etudes Africaines (CIAE)

- MALANDA DEM, « Science et Psychologie », Kisangani, Les Editions du B.A.S.E., 1977, 8°, 48 p. (= Collection « Point de Vue » 1)

Table des matières:

Science et Psychologie
1. Science et mentalité scientifique
2. Psychologie parmi les sciences
Conclusion
Bibliographie

- MALANDA DEM, « La mentalité africaine et l'avenir de la science ». Kisangani, Les Editions du B.A.S.E., 1977, 8°, 48 p. (= Collection « Point de Vue » 2).

Table des matières:

1. Le problème et son origine
2. Elément de réponse au problème
   a) La mentalité scientifique
   b) La mentalité négro-africaine
Conclusion
Bibliographie

- «Formation à la recherche sur l'éducation en Afrique - FREA». Kisangani. Bureau Africain des Sciences de l'Education, 1978, 8°, 9 p.
Contenu :
I. Opportunité de la formation à la recherche
II. Intérêt de la formation
III. Programme de formation
IV. Conditions d'admission
V. Structures d'acceuil
VI. Le chercheur formé.
— Publication de «l'accord entre le Conseil Exécutif de la République Démocratique du Zaïre et le B.A.S.E.».
Le 6 avril 1978, à Kinshasa, un accord a été établi entre le Conseil Exécutif de la République du Zaïre et le Bureau Africain des Sciences de l'Education (B.A.S.E.) relatif à l'établissement à Kisangani du siège du B.A.S.E. En cette occasion des statuts on été accepté. Les différents chapitres traitent : de la personnalité du B.A.S.E., du siège du B.A.S.E., de l'accès au Siège, des biens, Fonds et Avoirs, du séjour et de certaines dispositions particulières.
L'accord est signé pour le B.A.S.E. par le Ministre de l'Education Nationale de la République Populaire du Congo et Président du Comité Exécutif du B.A.S.E., le professeur A. Ndinga-Oba et pour le Conseil Exécutif de la République du Zaïre par le Commissaire d'Etat Chargé de l'Enseignement Supérieur et de la Recherche Scientifique, Mpase Nselenge Mpeti.
— Rapport annuel 1977 du Bureau Africain des Sciences de l'Education (B.A.S.E.). Kisangani, Secrétariat du B.A.S.E., 1977, 4°, 33 p.
Contenu :
- Introduction
1. Mission du B.A.S.E.
2. Domaines d'intervention du programme de recherche.
3. Financement des activités du B.A.S.E.
Chapitre I : Activités entreprises en 1977.
1. Recherche et formation
2. Séminaires, colloques et coopération (S.S.C.C.)
3. Publication, information et documentation : SPID
Chapitre II : Administration du siège.
Chapitre III : Difficultés rencontrées.
Chapitre IV : Divers.
Chapitre V : Programme à court terme : 1978-1980.
Annexe I : Rapport financier 1977.
Conclusion.

— Recherches et Travaux en cours à l'Université Nationale de la République Démocratique du Zaïre à Kisangani :
- Prof. Dr. A.S. MUNGALA, Directeur Général du BASE : Education et destin du Zaïre; Université et développement national; Education et travail productif; Malaise des enseignants; Education des adultes dans le système non-formel; La problématique

posée par les universités africaines; Education et changement social; Education et culture en Afrique.

- Prof. Dr. MPIANGU DI NZAU, Coordinateur du programme du BASE : Analyse des manuels scolaires d'arithmétiques (1ère-6e primaire); Adaptation de l'éducation au milieu rural; Les inadaptés en mathématique; La politique d'auto-suffisance; Etude critique de la morale africaine; La gestion des écoles Zaïroises; Les bases psychopédagogiques de l'éducation permanente; Comment enseigner la mathématique (école primaire); Analyse et étude critique des manuels d'arithmétique ; Manuels d'arithmétique; Education permanente; Les travaux de fin de cycle et leurs problèmes (introduction à la recherche et psycho-pédagogique).

- Prof. Dr. N'TUNGA, Chef de la section recherche et formation du BASE : Développement psychogénétique de l'enfant africain; Intelligence africaine d'hier et aujourdhui et réalités; Développement intellectuel de l'enfant zaïrois; Population et évolution des effectifs scolaire en Afrique; Les statistiques de l'éducation en Afrique; Les principes généraux et pratiques de l'organisation d'une coopérative scolaire rurale; Enquête mondiale sur les institutions non traditionnelles d'éducation post - secondaire; La formation postlicence en science de l'éducation au 20e siècle; Echelle zaïroise d'intelligence verbale pour adultes de Kinshasa.

- Prof. Dr. STREIFFELER, Chef de la section séminaires colloques et coopération du BASE : La relation entre le besoin d'accomplissement et l'aliénation; L'image du futur; Crise économique et crise d'autorité parentale; L'exode rural; La signification de la variable; Contrôle interne-contrôle externe au Zaïre; Essai d'analyse d'un autostéréotype national; Crise économique et relations sociales.

- Mr. Sydney Samy DIMITRY, Chef de la Section publication, information et documentation du BASE : Education comparée; Education permanente; Annuaire africain des sciences de l'éducation (1974-78) (SPID).

— Le Bureau Africain des Sciences de l'Education, sous la présidence du Professeur Dr. Antoine NDINGA-OBA, Ministre de l'Education Nationale de la République Populaire du Congo et sous la Direction Générale du Professeur Dr. A.S. MUNGALA de l'Université Officielle de la République Démocratique du Zaïre a organisé la Deuxième Conférence Internationale sur l'Education en Afrique à Brazzaville (25-30 novembre 1978), Université Marien Ngouabi. Le thème en fut «Education et le travail productif». L'Association Mondiale des Sciences de l'Education y fut invitée en la personne de son Président, Mme. le Professeur Dr. M.-L VAN HERREWEGHE.

Cette deuxième session a commencé ses travaux sous le Haut Patronage du Général Joachim YHOMBI OPANGO, Président de la République Populaire du Congo, Président du Commité Militaire du Parti, Président du Conseil des Ministres et Chef de l'Etat.

Le Commissaire d'Etat à l'Enseignement Supérieur et à la Recherche Scientifique de la République du Zaïre, Mpase Nselenge MPETI, le Vice-Ministre Centrafricain de l'Education, 90 délégués du Cameroun, Côte-d'Ivoire, du Ghana, du Nigéria, Libéria, Egypte, Rwanda, Centrafrique, Soudan, Sénégal, Kenya, Uganda, Congo et Zaïre, ainsi que des organismes internationaux : UNESCO, PNUD, FAO, IPD, ICA, AUA, AMSE et une dizaine d'observateurs provenant de la R.F. Allemagne, de la France, U.S.A., Canada ont participé aux travaux.

Dans son important discours d'ouverture le président de la République Populaire du Congo, le Général Joachim YHOMBI-OPANGO après avoir salué au nom de son peuple et gouvernement toutes délégations a défini dans le cadre précis du Congo ce que doit être et doit devenir l'Ecole du Peuple dans et à travers le Travail Productif. Ainsi, l'école ne doit pas se soustraire à la vie de la société, des préoccupations majeures des hommes. L'école doit au contraire préparer et initier les jeunes à l'action, poursuivre le perfectionnement de ceux qui travaillent déjà, pour un meilleur rendement des biens matériels, spirituels, culturels, destinés à satisfaire les besoins des hommes.

Le travail productif est aujourd'hui le «maillon historique de l'évolution sociale des peuples d'Afrique, en ce sens que notre restauration historique au sortir de la longue nuit coloniale, est marquée à la fois de rupture et d'innovation : rupture avec le vieil ordre des choses, innovation de vie matérielle et culturelle dans la justice sociale, la solidarité nationale, la dignité pour tous».

Il a invité les délégations des Etats Africains à delimiter les problèmes que pose l'introduction du Travail Productif dans les programmes d'enseignement.

Au paravant le Directeur Général du BASE, le Professeur MUNGALA avait présenté à l'intention des participants, les structures, le fonctionnement du BASE ainsi que les objectifs auxquels cette institution est assignée en louant par la même occasion l'identité de vues du Zaïre et du Congo.-

De son côté, le Ministre Congolais de l'Education Nationale, Président du Comité Exécutif du BASE, le Professeur Dr. A. NDINGO-OBA avait quant à lui défini le thème de la Conférence et insisté sur la rationnalisation du système d'Education car, avait-il fait remarquer le secteur de l'enseignement en Afrique est celui qui reçoit le plus d'aide mais évolue en marge de la société.

Le représentant du Directeur Général de la FAO, Mr Eftim BOJADZIEVSK avait souhaité bon succès à la Conférence, rappelant que leurs organisations attachaient un intérêt particulier aux problèmes du développement de l'Afrique en réaffirmant leur disponibilité à accorder de l'aide à toute action entreprise en Afrique dont le but est d'améliorer les conditions de vie en Afrique, surtout en milieu rural.

Mme le Professeur Dr. M.-L. van Herreweghe a souhaité au nom de l'A.M.S.E. un travail fructueux à la conférence et exprimé des voeux pour un développement des sciences de l'éducation dans les pays d'Afrique comme base solide pour le développement de la communauté entière.

Le présidium de la Conférence fut ensuite composé comme suit :

Président : Antoine Ndinga-Oba, Ministre de l'Education Nationale de la République Populaire du Congo.

Vice-Présidents : Mpase Nselenge Mpeti, Commissaire d'Etat à l'Enseignement Supérieur et à la Recherche Scientifique de la République du Zaïre.

M.-L. van HERREWEGHE, Président de l'Association Mondiale des Sciences de l'Education.

KOSSOU Basile Toussaint, Directeur Général Institut Culturel Africain (ICA) Dakar.

Rapporteur Général : Tshomambet Anaclet, Recteur de l'Université Marien-N'Gouabi.-

Co.-Rapporteur Général : TRAORE Abdourahamane Directeur de l'Enseignement Primaire, Ministre de l'Education Nationale de la République du Sénégal.

Les participants se répartirent en trois commissions :

COMMISSION I - : ASPECT EDUCATIF DU PROBLEME
Président : MANG-BENZA Raymond, Secrétaire Général à l'Education Nationale (République Populaire du Congo)
Rapporteur : BASSINGA Jean, Directeur de l'IN.S.S.ED. - Brazzaville (RPC)

COMMISSION II : ASPECT ECONOMIQUE
Président : DAN BOUZOUA ABARRY Souleymane, (République du Niger)
Rapporteur : Abel KONTSIMOUKA LOUBAKI (République Populaire du Congo)

COMMISSION III : ASPECT SOCIOLOGIQUE OU SOCIAL
Président : GAHIGI Gérard, Professeur à l'Université Nationale du Rwanda
Rapporteur : TSHISUNGU WA TSHISUNGU (République du Zaïre)

Allocution du Professeur Dr.M.-L. van Herreweghe, Président de l'A.M.S.E. à l'ouverture de la IIe Conférence

Monsieur le Président,
Messieurs les Ministres,
Monsieur le Président de la Conférence,
Monsieur le Directeur-Général du B.A.S.E.,

C'est avec plaisir que j'ai accepté d'interrompre mon travail à l'Université de l'Etat de GENT-BELGIQUE pour passer quelques jours sur le continent Africain parmi mes collègues et dans un auditoire aussi éminent que celui-ci.

Ce fut en 1973 - au cours du Congrès International de PARIS que fut demandé à - en ce moment là - notre tout jeune collègue MUNGALA de Kisangani de se pencher sur les possibilités et avantages que pourraient avoir l'Organisation d'un Bureau (quelle qu'en soit la dénomination) qui envisagerait les mêmes objectifs que l'A.M.S.E., mais qui aurait l'avantage de pouvoir s'occuper plus spécifiquement des problèmes propres au Continent Africain.

Notre collègue MUNGALA s'est mis à l'oeuvre avec ténacité remarquable et il a pu constituer avec quelques-uns de ses collègues Africains et avec l'aide des Autorités de certains Pays Africains le Bureau Africain des Sciences de l'Education.

Permettez-moi, Monsieur le Président, Messieurs les Ministres - Chers Collègues, de lui rendre hommage et de le féliciter pour le travail qu'il a fait jusqu'à présent.

Le BASE existe, fonctionne, travaille et vit. L'Organisation de cette Deuxième Conférence, ici-même à Brazzaville, en est le témoignage.

Je veux également féliciter tous les Organisateurs de cette Conférence, les hôtes qui veulent bien nous recevoir et qui veulent aider et stimuler la science et le progrès des communautés africaines par les Sciences de l'Education.

Le thème choisi par les Organisateurs est un thème riche, il est sans aucun doute inspiré par les situations concrètes et les problèmes que posent celles-ci à tout responsable. Aux Sciences de l'Education il impose ainsi de se pencher sur des problèmes qui touchent à la fois la formation de l'individu et le développement de la communauté à laquelle il appartient suivant les règles du dialogue qui exigent un travail vraiment scientifique partant de l'inspiration par les problèmes pratiques, suivant des méthodes

diverses - à déterminer suivant les situations et retournant à la pratique dans le contrôle de son applicabilité.

J'ai lu avec beaucoup d'attention le dossier préparatif de la Conférence. Il comprend une certaine analyse de la situation économique-sociale dans plusieurs parties de l'Afrique. Mais ce qui me réjouit en tant que pédagogue, c'est que vous faites appel à l'éducation pour la vraie solution de beaucoup de problèmes. L'éducation, qui a l'âge de l'humanité. Nos parents, nos grands-parents, nos arrières grand-parents, nos ancêtres tout court, l'ont pratiquée. Les bases, ils les ont puisées dans la vie-même. La nécessité de l'éducation est d'ailleurs enracinée dans l'instinct fondamental, comme le dit WILLMANN, de se maintenir en vie et de communiquer cette vie dans une vision de pérennité.

Le Dr. DECROLY parle du besoin de manutention de l'existence et de communication de la vie. Et bien, c'est là à cette source fondamentale que nous devons retourner tout en définissant très méticuleusement les objectifs que l'on veut atteindre en tant qu'éducateur. Et nous, les africains, nous le comprendrons mieux que quiconque.

Nous posons comme objectif fondamental de concert avec tous les véritables éducateurs, l'homme heureux et la continuation de l'humanité dans une existence heureuse.

Mais qui dit les objectifs, accepte aussi les moyens. Un peuple heureux n'est pas un peuple qui souffre la disette. Un peuple heureux, n'est pas celui qui reçoit peut-être un tas de choses, mais qui n'apprend pas d'y mettre quelque chose de lui-même, pour ne citer que les deux extrèmes d'existence que nous constatons sur notre terre. Pourquoi aimons-nous nos enfants, nos frères et soeurs, nos parents? Parce que nous y rencontrons quelque chose de nous, quelque chose du plus profond de notre être, quelque chose qui nous lie, nous unit... de sorte que leur bonheur est le nôtre et leurs tristesses nous les partageons. C'est la force qui surgit de cette merveilleuse harmonie entre un egoïsme basé sur le respect de soi-même, manutention de soi-même qui est à la fois statique et dynamique et dans lequel est enraciné à la fois cet être individuel et cet être social qui existe dans chacun de nous, et une communication avec autrui - la famille, la communauté, la nation, qui mène à l'altruïsme où l'individu prend conscience de ses propres possibilités mais aussi des nécessités du groupe, de la famille, de la nation, et si vous voulez bien... de la terre des hommes.

Mais cette harmonie ne peut se constituer que grâce au jeu exceptionnellement complexe du déploiement de l'individu, de l'ouverture aux richesses culturelles acquises, d'une prise de conscience de la communauté comme telle, d'une prise de conscience de tous les éducateurs pour éveiller dans l'individu les dons, les dispositions, les facultés... et les pousser spirituellement à la créativité,et la productivité... inspirée continuellement par les besoins de la manutention et l'élaboration du groupe dans un esprit de don mutuel pour le bien-être de tous.

Je tiens à citer ici le grand pédagogue, théoricien et praticien à la fois, qui fut spécialement inspiré par une préoccupation d'échange réel ente la communauté et les possibilités individuelles, notamment KERSCHENSTEINER

Pour lui l'éducation c'est l'acte culturel de la communauté qui transmet certaines valeurs culturelles (telles que la religion ou la relation divinité - homme, la morale, le droit, la science, la technique, l'art, les uses et coutumes sociales, les habitudes) à l'éduqué de sorte qu'il éveille en lui, suivant ses dispositions, un maximum d'énergie

culturelle, qu'il développe au service de la Communauté. C'est une définition cyclique qui a ses racines dans la communauté et dont les fruits retournent à la communauté et son développement.

Sur le «Comment faire» on peut discuter longuement. Seulement l'opérationalisation doit être étudiée dans chaque communauté même, suivant ses différents nivaux d'objectifs quelle envisage et désire réaliser au bonheur de tous ses membres immédiats et au bonheur des générations à venir.

En tant que practicien, il n'a pas seulement inventé une définition qui est plutôt un moment à ériger dans toute communauté consciente de son devoir vis-à-vis des génération futures.

Pratiquement, pour lui, l'éducateur doit introduire chaque membre dans le monde des valeurs par la formation de la personnalité et du caractère. Les moyens qu'il propose son :

1. Une formation
2. l'appréciation morale du métier qu'on exerce
3. l'appréciation morale de la communauté dans laguelle le métier ou la charge doit être exécutée.

Comme principes fondamentaux, il établit 7 points de base notamment :

1. l'être doit être considéré dans son individualité;
2. situé dans la totalité de son être;
3. recevoir une éducation qui mène à la sociabilité;
4. tenant compte de l'actualité donnée;
5. incitant à une activité, créativité, productivité;
6. guidé avec autorité;
7. tout en respectant la liberté humaine.

Ce n'est qu'une esquisse. J'espère qu'au cours de la semaine, elle puisse nous aider à approfondir le problème non seulement selon un point de vue de productivité matérielle et matérialiste trop limité par le moment mais envisageant également l'esprit dans lequel la productivité doit s'enraciner afin qu'elle reçoive par l'éducation cette force motrice qui ne brûle pas les étapes dans la formation et la croissance de la communauté entière.

Si l'on dit «productivité» nous voulons à la fois prendre en considération :

- l'épanouissement de l'individu dans ses forces créatrices, productives,
- réalisé dans et par la communauté suivant les valeurs et les objectifs établis et gardés par celle-ci,
- l'épanouissement de la communauté dans ses forces créatices et productives suscitées par l'échange des réalisations sur le plan commun et individuel.

Des exemples on peut en citer... L'UNESCO, les Organisations Internationales ont esquissé plusieurs projets. Seulement fondamentalement, le vrai progrès et développement ne peut se faire que par la communauté même en échange avec ses propres membres, valorisant continuellement ses propres valeurs et sa culture... afin d'apprendre à valoriser ses terres, son travail et d'y mettre un peu soi-même... Dès ce moment on se met à la découverte des propres possibilités et l'on s'oriente vers la vraie civilisation qui se constitue par la culture de l'esprit avec lequel on exerce la charge nécessaire ou utile ou bienfaisante à la communauté.

Les problèmes que vous émettez nous les connaissons... nous les partageons en quelque sorte... la migration vers les villes, le manque d'emploi parmi les jeunes, le banditisme etc...

Mais la richesse des éducateurs des peuples jeunes et vigoureux, c'est que peut-être ils veulent retrouver les valeurs ancestrales enrichies avec les vraies valeurs des cultures contactées et qu'ils contactent toujours. Allez à la rencontre... redécouvrez les valeurs pour vos différentes communautés, cherchez les moyens d'appeler à la force créatrice plus ou moins présente dans chaque individu et dans toute communauté et vous allez voir... nous découvrirons des possibilités connues... car «plus est en vous» est un mot d'ordre avec lequel on peut enrichir chaque personne et qui peut être appliqué à tout groupe de bonne volonté.-

Allocution du directeur général du Bureau Africain des Sciences de l'Education, le Professeur A.S. Mungala, à la cloture de la IIe CIEA Brazzaville, le 30 novembre 1978

Monsieur le Deuxième Vice-Président du Comité Militaire du Parti,
Premier Ministre, Chef du Gouvernement,
Messieurs les Ministres,
Mesdames et Messieurs les Délégués,
Distingués Invités.

En ouvrant la deuxième conférence internationale sur l'Education en Afrique, les Délégations invitées à Brazzaville ont été frappées par la volonté politique exprimée par son Excellence le Président de la République Populaire du Congo de voir aboutir à des résultats tangibles les débats des assises de cette deuxième session portant sur le thème «Education et Travail productif».

Le haut niveau de l'organisation matérielle, le climat de sérénité dans lequel se sont déroulés les débats, le capital de sympathie dont la Ville de Brazzaville a entouré les participants à cette conférence nous ont convaincu de la ferme détermination du peuple congolais d'oeuvrer de façon inébranlable à l'édification et à la promotion d'une nouvelle civilisation authentique africaine. Au nom de la Direction du Bureau Africain des Sciences de l'Education, je demande solennellement à Monsieur le Premier Ministre de transmettre nos vifs remerciement au peuple congolais et à son Président, son Excellence Joachim YHOMBY OPANGO, Président du Comité Militaire du Parti, Président de la République, Chef de l'Etat, Président du Conseil des Ministres.

Nos remerciements vont également à la VILLE de BRAZZAVILLE et aux Responsables de l'Université Marien NGOUABI.

Nous nous félicitons de la participation personnelle et active du Citoyen Mpase Nselenge, Commissaire d'Etat à l'Enseignement Supérieur et à la Recherche Scientifique du Zaïre. Le haut niveau de ses interventions ont certes influé sur la qualité des débats, renforçant ainsi la confiance que les Gouvernements Africains ont placé aux organisateurs de ces présents assises.

Je m'empresse de lui présenter nos sincères remerciements.

Aux Honorables Représentants de 15 Etats Africains (CAMEROUN, EMPIRE CENTRAFRICAIN, CONGO, COTE-D'IVOIRE, EGYPTE, KENYA, LIBERIA,

NIGER, NIGERIA, RWANDA, SENEGAL, SOUDAN, TCHAD, UGANDA, ZAIRE), aux éminents observateurs des pays européens et américains, aux distingués Délégués de la ligue arabe et des organismes internationaux, notamment l'UNESCO, le P.N.U.D., la F.A.O., l'I.P.D., l'A.U.A., AID, l'I.C.A., l'ORSTOM, CRDI et l'A.M.S.E., je tiens à leur présenter les sentiments de notre profonde gratitude. Nous croyons que la profondeur de l'analyse et la qualité de recommandations de la conférence sont allées dans le sens de la préoccupation particulière que ces organismes internationaux ont toujours attaché au développement de l'Afrique. Le Bureau Africain des Sciences de l'Education espère donc que la confiance que ces différents organismes ont placé en lui se matérialisera davantage, notamment par leur apport tant matériel, finacier, qu'humain.

Enfin, nous sommes heureux de constater que c'est avec un sens aigu de Responsabilité que les Journalistes Congolais et Etrangers se sont fidèlement acquités de leur noble tâche en vulgarisant un thème aussi complexe «Education et Travail Productif», le rendant ainsi accessible à nos masses laborieuses. Nous remercions ces Journalistes pour la qualité de l'oeuvre accomplie.

Monsieur le Deuxième Vice-Président du Comité Militaire du Parti,
Premier Ministre, Chef du Gouvernement,
Messieurs les Ministres,
Mesdames et Messieurs les Délégués,
Distingués Invités,

En prenant pour thème de réflexion «Education et Travail Productif», la Deuxième Conférence Internationale sur l'Education en Afrique avait pour mission de mettre à la disposition de la Conférence des Ministres Africains de l'Education un document de travail définissant de façon claire et univoque les différentes approches et stratégies qu'impliquent la liaison «Education et Travail Productif» dans le processus de développement économique et socio-culturel des sociétés africaines. Il s'agissait en fait de dégager les différentes composantes, économique, sociale et psycho-pédagogique du Travail Productif, afin qu'au niveau de chaque Etat Africain et dans le respect de sa personnalité politique et socio-culturelle propre, la réforme des systèmes éducatifs aillent dans le sens d'une liaison plus intimement liée entre l'Education et les réalités quotidiennes de la vie active.

En égard de cette Mission, une question importante se pose aux participants de cette Conférence. Celle-ci à-t-elle atteint les objectifs lui assignés par la Conférence de LAGOS? pouvons-nous affirmer sans complexe que la confiance a épuisé le fond du problème en donnant la réponses souhaitée à la question d'introduire le travail productif à l'Ecole?

Certes, la complexité même du problème, les implications politiques, sociales et économiques qu'ils entraîne, et la spécifité même des Etats Africains dans lesquels doit s'enraciner l'école à la vie constituent autant des gageures qui rendent à priori malaisée la recherche de la juste solution. Et justement-je dois le reconnaître - le grand mérite de cette Conférence ou plus exactement des participants à cette Conférence est d'avoir transcendé des positions partisanes tout en ayant à l'esprit que de la solution du problème, dépend le devenir de toute l'Afrique. C'est ainsi que je puis légitimement me féliciter de la qualité du travail accompli par les participants à cette Deuxième Confé-

rence Internationale sur l'Education en Afrique. Du consensus qui s'est dégagé de différentes réflections, on peut certes retenir qu'outre le développement de toutes les potentialités de l'individu et l'adhésion de celui-ci à la culture et aux véritables valeurs nationales et universelles, l'Education devra répondre aux besoins de l'ensemble de l'économie en main d'oeuvre aux différents niveaux de qualification, et ce qualitativement et quantitativement, tout en assurant l'élévation du niveau de culture générale. Ainsi compris, l'Education suppose un ensemble d'activités orientées vers le travail productif qu'il soit manuel, intellectuel ou artistique. Au niveau social, une telle perception de l'éducation suppose la conscientisation de l'élève de son rôle fondamental de créateur et de transformateur de son milieu ambiant, cela en fonction de certaines valeurs jugées supérieures, et en fonction des possibilités du milieu. Sous ce volet socialisant, l'école africaine enracinée dans le réel et justifiant ses finalités dans les aspirations légitimes de l'ensemble de la population devrait par le travail productif créer les conditions propices et optimales pour un changement positif et cumulatif.

Au niveau des objectifs et sous son aspect psycho-pédagogique, le travail productif à l'école doit servir à orienter l'élève et le motiver pour le travail, créer chez lui des dispositions et des habitudes de travail, l'ouvrir au monde du travail et lui permettre d'éveiller son intelligence, d'acquérir des concepts, de structurer et d'appliquer ses connaissances. Tout au long du processus éducatif qu'il s'agisse de l'éducation scolaire ou extra-scolaire, il s'agira de montrer que le travail productif n'est pas seulement une activité empirique mais également et surtout une activité scientifique soumise et régié par certaines lois, il s'agira de montrer aussi que le travail contribue à habituer l'enfant, l'adolescent et l'adulte à coordonner leurs mouvements et leurs automatismes, et à renforcer le lien entre le concept et la concrétisation dans les faits.

Au niveau économique on doit tendre à la préparation pratique de l'éduqué dans le circuit économique et son épanouissement intégral. Il reste bien entendu que l'éducation ne doit pas toujours rechercher la rentabilité financière à court terme, le rôle primordial de celle-ci étant de préparer les éduqués en vue de leur rôle futur de producteurs dans la société et leur épanouissement harmonieux.

Monsieur le Deuxième Vice-Président du Comité Militaire du Parti,
Premier Ministre, Chef du Gouvernement
Messieurs les Ministres,
Mesdames et Messieurs les Délégués,
Distingués Invités.

Résumer en quelques lignes et de façon exhaustive les conclusions de travaux nécessitant l'apport de plusieurs savants et chercheurs n'est pas chose aisée mais je crois avoir rendu l'essentiel des conclusions des débats de la Deuxième Conférence Internationale sur l'éducation en Afrique. Je crois que des travaux de la Conférence, le Bureau Africain des Sciences de l'Education peut valablement présenter aux Ministres africains de l'éducation le document de travail indispensable pour la refonte des systèmes éducatifs africains dans la perspective de l'école africaine enracinée dans le réel. Dans cette perspective, le Bureau Africain des Sciences de l'Education se tient à l'entière disposition des Gouvernements africains désireux d'exploiter rationnellement les fruits de cette Deuxième Conférence et soucieux de résoudre de manière autonome les problèmes éducatifs de leur société.

Le problème-nous en sommes conscient-n'est pas facile dans la mesure où l'équation «Education et Travail productif» implique forcement des aménagements politiques, économiques et socio-culturels en rapport; mais nous croyons aussi que la volonté afri-.aine de s'engager de façon irréversible dans la voie d'un développement endogène qui à nos yeux, est le seul développement digne de ce nom justifie certains aménagements, si douloureux soient-ils.
L'Afrique qui s'est libérée par son sang du jour de la domination politique étrangère, peut et doit gagner la bataille de son indépendance culturelle.

Je me réjouis de constater que la Conférence a suffisamment fait apparaître que l'éducation, la formation professionnelle est l'emploi sont de nos jours *trois éléments complémentaires* de la vie des jeunes gens. En outre, en augmentant les liens entre l'Ecole et la vie, nous contribuons à accroître les chances qu'ont les adolescents de trouver des emplois appropriés au sortir de l'école. Je souhaite que par cette démarche *nous puissions donner à la jeunesse* la possibilité d'accepter les Responsabilités d'adultes qui sont liées au travail. On les préparait à jouer pleinement leur rôle dans la vie de la communauté.

Je vous souhaite un bon retour dans vos patries respectives et vous donne rendez-vous en 1980 dans un autre pays africain.

Je vous remercie infiniment.

COMMUNICATIONS BY IMPORTANT AUTHORS WHO SEND THEIR PUBLICATIONS TO THE SECRETARIAT IN ORDER TO DISTRIBUTE THEM AMONG THE COLLEAGUES, OR BY ORGANIZATION WORKING ON UNIVERSITY LEVEL OR ON THE HUMAN LEVEL IN THE DOMAIN OF EDUCATION.

COMMUNICATIONS D'AUTEURS IMPORTANTS QUI ENVOIENT LEURS PUBLICATIONS AU SECRETARIAT POUR DIFFUSION AUX COLLEQUES, OU D'ORGANISATIONS TRAVAILLANT AU NIVEAU UNIVERSITAIRE DANS LE DOMAINE DE L'EDUCATION.

— Karl GARNITSCHNIG, Universität Wien, Austria, sent us information regarding the publication giving lists of doctoral dissertations in education accepted at the University. They are :

- Verband der wissenschaftlichen Gesellschaften Österreichs : ,, Kurzauszüge österreichischer Dissertationen. Geistes- und Sozialwissenschaften ''.
- Verband der wissenchaftlichen Gesellschaften Österreichs : ,, Gesamtverzeichnis Österreichischer Dissertationen ''.

Published annually in Vienna. The list occurs on ca. 150p.
Lists already published : 1966-1974.

- Hilary K. BURN : ,, Dissertation Abstracts International - Section C : European Abstracts ''. Published in Norwich in 1978.

It occurs on ca. 60 p. and contains a summary of the dissertations.

- Hauptverband des österreichischen Buchhandels : ,, Österreichische Bibliographie, Chapter 10 : Erziehung, Unterricht '' : Österreichische Bibliographie.

Published currently in 1977 (Vienna) the list in question occurs on ca. 130 p., it gives information for the year 1977 and contains a summary of the dissertation and theses accepted .

— Proceedings of the international symposium on physical activity for the handicapped - acted du premier symposium international en activité physique adaptée
Editeurs -editors : Clermont SIMARD, Fernand CARON, Denis DROUIN, Jean-Claude PAGEOT.
Tome 1 : Conferences thématiques / Seminar prsentations.

- Activité physique adaptée chez les déficients mentaux / Adapted physical activity to the mentally deficiencies.
- Activité physique adaptée chez les déficients organiques / Adapted physical activity to the organic deficiencies.
- Activité physique adaptée chez les déficients perceptuels / Adapted physical activity to the perceptual deficiencies.

Tome 2 Communications scientifiques / Scientific papers.
Tome 3 Communications professionnelles / professional papers.
Prix : 5 $ / volume
Price : 5 $ / volume
Adresse / Address : S.I.A.P.A.
Département d'éducation physique
Université Laval, Bureau 2214
Sainte-Foy, Québec, Canada
G1K 7P4

— *Association for World Education*, founded as: Association of world colleges and universities

WHAT IS THE ASSOCIATION FOR WORLD EDUCATION? The Association for World Education is an International, non-governemental voluntary organization of individuals and institutions who believed that learning about ourselves and our communities is most effective and satisfying when education reflects an awareness of our intimate relationships to the world as a whole. The members of the Association find that reflecting this awareness in concrete ways is not easy, and they have joined together in a fellowship of learning so as to practice better what they believe.

The Association was chartered in 1970 as the Association of World Colleges and Universities by a small group of individuals coming mainly from post-secondary institutions of learning who felt the need to be in touch with each other as they sought to introduce broader images of the world and its problems into the educational process. An Association, they felt, could help them to learn from each other's experiments, could help in sharing resources, and aid them to formulate appropriate goals for »world education«.

In 1974, the Association was re-named the Association for World Education. By then, the membership had grown and shown its broad interests and commitment to introducing a global orientation into a variety of learning situations.

In their own particular community circumstances, the members of this Association are endeavouring to rise above some of the formal constraints of educational systems, and to move away from the images of life consciously or unconsciously presented by those systems — fragmenting, disintegrating, and overspecialized.

The philosophy of the Association is one based on the wholeness and integration of life. The Association whishes to promote images of the world and its problems which emphasize the inter-connectedness of the local to the global.

WHAT ARE ITS PURPOSES?

- To promote inter-communications and inter-action among individuals and centres of learning that are working to comprehend and to spread awareness of the global aspects of education.
- To facilitate the exhange and the transfer of ideas, knowledge, experience and examples among such individuals and institutions
- To spotlight those innovations in education and in development which strengthen the linkages between the local and the global
- To encourage research and leadership training related to world education
- To foster, through the evolving concept of world education, concern for »co-existence in peace« and for the development of humansking
- To stress the special contribution of a voluntary, non-governmental organization in working towards the above purposes

Address: A.W.E. Head Office
Skyum Bjerge
7752 Snedsted
Thy, Denmark

— Sixth International Biographical Centre (IBC) International Congress on Arts and Communications Cambridge, Massachusetts. 9 - 15 July 1979

The Congress will include Plenary Sessions addressed by international personnalities discussion groups, seminars, musical recitals, poetry readings, art exhibitions and various unprogrammed events.

The IBC also administers two well-known international associations - the International Biographical Association and the International Academy of Poets. It is their custom to arrange special closed sessions for these organizations at IBC Congresses and this will again be their policy in Cambridge, Mass.

Please write for detail if you are interested in joining to : International Biographical Centre, Cambridge CB2 3QP England

— Prof. Paola Spisni CATELLI, Direttore Centro Studi Sociali per l'Educazione Permanente, Bologna (Italy) sent us :

- l'Idea nuova
Mensile di attualità e cultura
Bologna, s.n.,
Anno IV, N. 4-5, Aprile-Maggio 1978.

- Living one's own education.
Report promoted by the Italian Christian Democratic Party (Bologna, 6th of May, 1978). 4°, 7p.
Contents :
1. Le basi teoriche di una proposta formativa.
2. Vivere la formazione : alcuni criteri applicativi.

— Mr. Giordano Treveri GENNARI, Director of the Instituto Nazionale dell'' Informazione, Roma (Italy) informed us about the publication of the second edition of ,, Doc Italia 1978 '', the reference book of scientific, cultural, academic bodies in Italy.

It is an authoritative and unique guide whose 1368 pages include complete and detailed data on about 5.000 italian organizations, centers, institutions engaged in activities and programs relating to science, research, culture, education, arts, technology, information and documentation.

Extensive research has made DOC ITALIA 1978 better and more comprehensive than the previous edition so to provide not only simple list of institutions and organizations but, for each of them, a brief historical sketch and details on officials, aims, activities, publications. Three indexes, one general, one analytical, one of the abbreviations, are intended to an easier and quicker consultation of this book.

Price : $ 70 (or L. 60.000)
Address : Editoriale Italiana
Via Vigliena 10
OO192 Roma
Italy

— Soka Gakkai President Daisaku IKEDA has made a proposal on the need for a global campaign to protect the natural environmental. The proposal is published in the December 1st issue of *The Soka Gakkai News*. Soka Gakkai is a lay Buddhist organization dedicated to promoting the dignity of human life, human culture and world

peace. Mr. IKEDA is also the co-author, with the late Dr. Arnold TOYBBEE, of *Choose Life*. *The Soka Gakkai News* is a bi-monthly English newsletter. If you are interested in receiving a free copy on regular basis, please write to:
Tomiya Akiyama Director, International Bureau, The Soka Gakkai, 32 Shinanomachi, Shinjuku-ku, Tokyo 160, Japan.

— La revue « Neodidagmata » éditée à Poznan par l'Institut des Techniques Nouvelles de l'Enseignement, Université Adam Mickiewicza (Pologne) contient des résumés succints des thèses de doctorat soutenues à l'Institut. Le dernier numéro, c.à.d. X, date de 1977.

Prof. Dr. hab. Stanislaw MICHALSKI of the Adam Mickiewicz University, Poznán (Poland) informed us about the „Katalog rozpraw dotorskich i habilitacyjnych" (Catalogue of doctoral and post-doctoral dissertations) edited by Barbara ARCIMOWICZ. This catalogue of 1270 pages is published in Poznan (1976) by the Polish Scientific Publishers. It gives information for the Year 1974 and also contains a summary of the dissertations.

— The following titles have been published in the „Islamic Education Series":
- Crisis in Muslim Education, by Syed Sajjad HUSAIN and Syed Ali ASHRAF,
- Muslim Education in the Modern World: A Survey. Editor: Syed Ali ASHRAF.
- Education and Society in the Muslim World. Editor: Wasiullah KHAN.
- Aims and Objectives of Islamic Education. Editor: Syed Muhammad al-Naquib AL-ATTAS.
- Curriculum, Syllabi and Teachers Education. The curriculum and syllabi section is edited by Hamed AL-AFENDI. The teacher education section is edited by Nabi Ahmed BALOCH.
- Social and Natural Sciences: The Islamic Perspective. This book consists of two sections:
1. Social sciences: editor: Ismail R. RARUQI;
2. Natural Sciences: editor: Abdullah Omar NASEEF.
- Philosophy, Literature and Fine Arts. Editor: Seyyed Hossein NASR.

The General Editor of the Islamic Education Series is Syed Ali ASHRAF. The series are published by Hodder & Stoughton and the King Abdulaziz University.

— Collins REYNOLDS, Editor and publisher of „The Bridge" has let us know the following:
„The Bridge" is a quarterly review of international crosscultural affairs publised by the Centre for Research and Education. It takes a popular approach to cross-cultural affairs, synthesizing the mass of date for both professional and general audience appeal. Its articles illuminate foreign customs and ways. It also publish foreign and cross-cultural data for businessmen, travelers, government official, educators and others; a mail order

service for books and other resources in the cross-cultural field; a practical, professional resource inventory in the fields of overseas adaptation, research and training.
Subscription address: The Centre for Research and Education, 1800 Pontiac St., Denver, Colorado 80220, U.S.A.

— From the Education Planning and Development Office, College of Education, University of Minnesota, Minneapolis (U.S.A.) we received the following publications:
- Institure of Child Development. Annual Report. 1976-1977; 8°, 84 p.
- Psychoeducational Studies. Annual Report. 1976-1977, 8°, 58 p.l
- School of Physical Education, Recreation and School Health Education. 1976-1977, Annual Report, 8°, 44 p.
- Education Career Development Office. Annual Report. 1976-1977, 8°, 28 p.
- Social, Psychological, and Philosophical Foundations of Education. Annual Report. 1976-1977, 8°, 36 p.
- Department of Educational Administration. Annual Report 1976-1977, 4°, 66 p.

— *Capsules*, now launching its eighth year of publication, is a digest of research and of reports on important developments throughout the field of higher education.
Today's college and university administrator and faculty member finds many pressing demands on his time. The pace of planning and decision-making continues to accelerate, as does the flood of educational journals, periodicals, books, and monographs. Simply keeping up with the literature becomes a nearly impossible task.
Since no one person can read everything he should, must valuabel information is missed—unavoidably, accidentally, or out of sheer frustration. By providing brief abstracts of the major (and good deal of the minor) literature in the field, *Capsules* helps you make better use of your time.
Appearing monthly, *Capsules* annually reviews some 3,500 items drawn from over 170 periodicals and from book publications. All abstracts are arranged by subjects, listed under such headings as Administration, Admissions, Curriculum, Evaluation, Faculty, Finance, Goals, Grading, Library, Maintenance, Planning, Research, Students, and Technology. Abstracts of periodical articles appear within 5 months of receipt of publication; synopses of books are publised within one year of receipt.
Subscription rates are $34.00 for 12 monthly issues (plus cummulative index published separately at the end of the volume). Foreign subscriptions are sent via first class surface mail. A two-year subscription costs $47.00 (24 issues, plus two cumulative indexes). Payment should be made in U.S. dollars—by check of international money order.
Subscription address:
Concordia College, Moorhead, minesota 56560 (U.S.A.)

— Annual Reviews Inc. together with the editors and editorial committee of the „Annual Review of Sociology" announced us the publication of the fourth volume in this series.
Contents:
The Social Organization of the Classroom, Sarane Spence BOOCOCK Human Spatial Behavior, Mark BALDASSARE

Status Inconsistency and Role Conflict, Sheldon STRYKER and Anne Statham MACKE
Urban Density and Pathology, Harvey M. CHOLDIN
BUSINESS AND SOCIETY, IVAR BERG and Mayer N. ZALD
Laboratory Experimentation in Sociology, Phillip BONACICH and John LIGHT
The Development of Soviet Sociology, 1956-1976, Dimitri N. SHALIN
Radical Sociology: The Emergence of Neo-Marxian Perspectives in US Sociology, Richard FLACKS and Gerald TURKEL
Changing Patterns in Research on the Third World, Elbaki HERMASSI
Precapitalist Social Structures, K.P. MOSELEY and Immanuel WALLERSTEIN
Theories of Social Conflict, Anthony OBERSCHALL
The Sick Role: Assessment and Overview, Sol LEVINE and Martin A. KOZLOFF
Mathematical Models in Socilogy, Aage B. SORENSON
Achievement Ambitions, Kenneth I. SPENNER and David L. FEATHERMAN
Adult Socialization, Jeylan T. MORTIMER and Roberta G. SIMMONS Community Structure as Interorganizational Linkages, Edward O LAUMANN, Joseph GALASKIEWICZ, and Peter V. MARSDEN
The Comparative Socilogy of Organizations, Cornelis J. LAMME Social Experiments, Henry W. RIECKEN and Robert F. BORUCH International Migration, William PETERSEN Moral Order and Sociology of Law: Trends, Problems, and Prospects, Richard D. SCHWARTZ Recent Trends in American Historical Demography: Some Methodological and Conceptual Considerations, Maris A. VINOVSKIS
Cumulative Index of Contributing Authors, Volumes 1-4
Cumulative Index of Chapter Titles, Volumes 1-4
Subscription address:
Annual Reviews Inc.
4139 El Camino Way, Palo Alto Calif. 94306, U.S.A.

— From the World Education Project of the Curriculum Center, U-32, School of Education, The University of Connecticut, Storrs (U.S.A.) we received:
- 1977-1978 Seventh and final annual progress report, 4°, 12 p.

Contents:

STATEMENT OF PURPOSE
THE WORLD EDUCATION PROJECT YEAR AT A GLANCE
Cross-Cultural Service
Publications
Research and Scholarship
Communication and Instruction
Funding and Personnel
Cooperative Activities
FELLOWS OF THE WORLD EDUCATION PROJECT
Recent Doctoral Graduates Who are Fellows of the World Education Project
associates in the world education project

THE PROPOSAL TO ESTABLISH THE I.N. HUT CENTER FOR WORLD EDUCATION
- Graduate Multicultural / International Programs in the Foundations of Educational 1978. 8°, 12 p.
The World Education Project is composed of:
Franc Andrews Stone, Director
Patricia S. Weibust, Associate Director
John N. Leach, Director of the bilingual Program
Sally I. Gould, Research Assistant

— From the College of Education of the University of Arizona Tucson (U.S.A.) we received the publication „Doctoral Dissertations in Education at the University of Arizona 1933-1976". This book is edited by Robert J. LETSON, Ed. D. and Marsden B. Stokes, Ph. D. and contains V-73 p. It is composed of three listings, i.e. a departemental, a topical and an alphabetical listing. The departemental listing consists of: counseling and guidance, educational administration, educational psychology, elementary education, foundations of education, reading, rehabilitation, secondary and special education.
— From Overseas Development Council, Washington (U.S.A.) we received the following documentation:
- ODC Publications on Development Strategies to Reach the Poorest People.
- Debt, Trade, and Other „New International Economic Order" Publications.
- The United States and World Development Agenda 1977.
- Employment, Growth and Basic Needs: A One-World Problem. The International „basic needs strategy" against chronic poverty prepared by the ILO International Labour Office and the decisions of the 1976 World Employment Conference.

INFORMATION CONCERNING CONGRESSES, COLLOQUIES OR OTHER SCIENTIFIC MEETINGS IN THE FIELD OF RESEARCH IN THE UNIVERSITY TEACHING OF EDUCATIONAL SCIENCES.

INFORMATION AU SUJET DE CONGRES, COLLOQUES OU AUTRES RENCONTRES D'ORDRE SCIENTIFIQUE AU NIVEAU DE LA RECHERCHE OU DE L'ENSEIGNEMENT UNIVERSITAIRE DES SCIENCES DE L'EDUCATION

— The Institute for Scientific Information (ISI) informed us about the following:

Beginning in 1979, the *Index to Social Sciences & Humanities Proceedings* will provide complete bibliographic details of 1,000 proceedings annually in the social sciences and humanities. Contents of proceedings volumes will be presented in an easy-to-read contents page format, giving users access to some 20,000 papers from a wide range of disciplines.

Coverage will include proceedings from the fields of sociology, psychology, literature, history, political science, education, economics, anthropology, international affairs, law, public health, criminology, and women's studies...the major subject areas in the social sciences and humanities.

Six index sections will allow fast, easy searches to the level of individual authors and papers. The examples on the reverse side of this page show how quickly searches can be made, even when the user has only limited starting information. An author's name...a sponsor...a general category...a meeting location...a significant title word...or an author's organizational affiliation...leads the user to the typical entries shown, with complete bibliographic descriptions of proceedings and individual papers.

Social Sciences & Humanities Proceedings Index will be issued quarterly, with annual hard-bound cumulations, for complete, current coverage of the important conference literature. Subscriptions will be US$250 a year.

Subscription address: ISI Institute for Scientific Information
325 Chestnut St.
Phila. Pa. 19106
U.S.A.

— On 12-14 December 1978 took place at the « Institut MERU - France », which is affiliated with Maharishi European Research University (MERU) Switzerland, the International Symposium on „ Science and Consciousness ".

Programme:

December 12: Health and Psychophysiology of Higher States of Consciousness.

December 13: Psychology, Sociology, and Science of Education. „ Knowledge is Structured in Counsciousness ".

December 14: Physics, Consciousness, and Natural Law.

— Depuis dix ans, le Centre Thomas More s'efforce de contribuer pour sa part à la recherche et à sa diffusion, en sciences humaines des religions. Il est animé par un conseil scientifique composé de chercheurs et d'universitaires de l'Enseignement supérieur,

tant public que privé, travaillant avec l'équipe permanente de la Tourette. Son programme pour l'année 1978-79 était :
- *Table ronde 1* : 16-17 décembre 1978
« Lire Piaget : aujourd'hui »
- *Table ronde 2* : 17-18 mars 1979
« Reconnaissance légale des congrégations religieuses »
- *Filière 1* : 25-26 novembre 1978 et 1-4 mars 1979
« Pour l'utilisation des biographies et des autobiographies dans la recherche en sociologie »
- *Filière 2* : 9-10 décembre 1978 et 28 avril-1 mai 1979
« Ce qu'implique le droit à la différence dans l'institution et le vécu du travail social »
- *Session 1* : 6-7 janvier 1979
« Temps concrets et temps symboliques au moyen âge »
- *Session 2* : 27-28 janvier 1979
« Ethique et économie politique : la détermination de la valeur »
- *Session 3* : 3-4 février 1979
« La relation de l'homme à dieu dans l'hindouisme. Etude des formes de la vie religieuse en Inde »
- *Session 4* : 3-4 février 1979
« Les mythes babyloniens et les premiers chapitres de la génèse »
- *Session 5* : 10-11 mars 1979
« L''agriculture biologique' en question »
- *Session 6* : 24-25 mars 1979
« L'enfant et la mort »
- *Session 7* : 31 mars-1 avril 1979
« Pouvoir politique et représentation narrative stratégies et tactiques de discours »
- *Session 8* : 17-21 avril 1979
« Initiation à l'analyse sémiotique des textes »
- *Session 9* : 12-13 mai 1979
« Ordre économique et volonté de ne pas savoir : la fonction du discours économique »
- *Session 10*
« Anthropologie et mort »
- *Colloque 1* : 18-19 novembre 1978
« Reconnaissance légale des congrégations religieuses »
- *Colloque 2* : 24-27 avril 1979
« Recherches sociologiques et itinéraires personnels »
- *Rencontres hors-série* : 17 mars-18 mars 1979
« Rencontre de préparation à une session sur la médecine populaire »
Correspondance : Centre Thomas More
Sciences humaines des réligions
La Tourette B.P. 105
69210 L'Arbresle (France)

— The Third General Conference of the Association of Faculties of Agriculture in Africa (AFAA) took place from 27th November to

2nd December 1978 at the Institut Agronomique et Vétérinaire Hassan II, Rabat-Agdal (Morocco). Professor Dr. P. YSEWIJN represented our Association at this Conference. Its programme was:

Monday, 27 November

Opening Session

First Ordinary Session

Review of the AFAA Study of Institutions of Higher Agricultural Education in Africa and outline of the Conference Programme, by Prof. D.K. Acquaye, President of AFAA.

„The role of practical field classes and class tours in the training of students in agriculture": (topic)

- Introduction by Mr. M.L. FIRDAWCY, Morocco
- Comments by Prof. A. KHALIFA, Egypt
- Discussion

Tuesday, 28 November

Second Ordinary Session

„The role of faculties of agricuture in research relevant to national development": (topic 2)

- Introduction by Prof. D.K. ACQUAYE, Ghana
- Comments by Dr. S SANGARE, Mali
- Discussion

Third Ordinary Session

„Inter-African and international co-operation in agricultural education": (topic 3)

- Introduction by Prof. R.B. CONSTANT, Kenya
- Comments by Prof. E.N.W. OPPONG, Ghana
- Discussion

Wednesday, 29 November

Fourth Ordinary Session

Discussion of any aspects of the results to date of the AFAA Study of Institutions of Higher Agricultural Education in Africa with special emphasis on the provisional Synthesis of the Study; introduction by Prof. H. Elsayed OSMAN, Sudan

Friday, 1 December

Fifth Ordinary Session

Workshop on „The introduction of population education in the curricula of institutions of higher agricultural education in Africa": (topic 4)

- Introduction: „Population education programmes of the Food and Agriculture Organization of the United Nations", by FAO
- Questions and discussion

„Introduction of population concepts into the curricula of institutions of higher agricultural education in Africa", paper by FAO

- Comments and Panel Discussion

- Plenary Discussion and Formulation of Recommendations.

Sixth Ordinary Session
Discussion and adoption of recommendations emanating from the Fourth Ordinary Session, and formulation of guidelines for the final Phase of the AFAA Study of Institutions of Higher Agricultural Education in Africa.

Saturday, 2 December

First Business Session
Reports by the President and the Secretary / Treasurer of AFAA
Matters arising from the Second General Conference (Cairo, 1975) and from the Minutes of the Executive Committee meetings.

Second Business Session
Directives to the next Executive Committee
Proposals for the Fourth General Conference (theme, venue)
Election of the Executive Committee

Closing Session
Statements by Observers
Closing Address

— International Congress on Physical Activity in Childhood in Finland on 4th-6th June, 1979

Program :

Monday, June 4th, 1979
Theme : physical development of a human being

Tuesday, June 5th, 1979
Theme : teaching education and training

Wednesday, June 6th, 1979
Theme : the influence of physical activity in growth and development
The aims of the congress :
1. To enlighten the importance of physical activity in childhood for future development, physical activity and for a competitive and top athlete's career.
2. To deliberate on problems specially associated with physical activity in childhood.
3. The congress is the contribution of the Finnish Central Sports Federation (SVUL) to the International Year of the Child proclaimed by the United Nations.
4. The congress is intended for kindergarten, teachers, physical educators, coaches, researchers : for all those taking an active interest in the work for the child.
Entries to be sent to the Finnish Central Sports Federation not later than 15.4.79.
Congress languages : English, Finnish
Inquiries will be answered by : Tor Jungman, research secretary
Erkki Oikarinen, chief of schooling
Teri Selvinen, youth secretary
The Finnish Central Sports Federation
Topeluiksenkatu 41a
00250 HELSINKI 25
Telephone : 90 - 47371

— The ATEE (Association for Teacher Education in Europe - Association pour la formation des Enseignants en Europe - Vereinigung für Lehrerausbildung in Europa) Conference 1979 will take place in « Les Prémontrés », Pont -à-Mousson (Nancy, France), September 4-7. Its theme will be « L'évaluation de la formation des enseignants - Evaluation of Teacher Education - Evaluation in der Lehrerausblidung ».

The adress of the ATEE's Secretariat is: 60, rue de la concorde, B
B- 1050 Bruxelles (Belgium)

2ième Symposium International en activité physique adaptée - 2nd International Symposium on adapted physical activity

Lieu : Bruxelles, Belgique
Location : Université Libre de Bruxelles

Date :Novembre 1979

pour information :
For information :

2ième S.I.A.P.A.
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Université Libre de Bruxelles
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